

The relationship between a teacher's methodology and tenth grade students' English learning
process

Ketty Leonor Polo Botello

MAESTRIA EN LA ENSEÑANZA DEL INGLÉS
FUNDACIÓN UNIVERSITARIA UNIVERSIDAD DEL NORTE
Barranquilla, 2014

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Ketty Leonor Polo Botello

Director:

Lourdes Aracelly Rey Paba

In Partial Fulfillment

On the Requirements for the Degree Of
Master in English Language Teaching

MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

FUNDACIÓN UNIVERSITARIA UNIVERSIDAD DEL NORTE

Barranquilla, 2014

Acceptance Grade

Program Director

Judge

Judge

Barranquilla, Junio de 2014

Resumen

Son múltiples los factores que giran en torno al aprendizaje de una lengua extranjera. Entre ellos, cabe destacar factores afectivos tales como la motivación y las actitudes de los aprendices hacia el estudio de una lengua extranjera, así como también las decisiones metodológicas que toman los docentes en la planeación y ejecución de una clase, los cuales tienen un papel importante en este proceso toda vez que influyen en la manera en que esta experiencia es asumida.

Esta investigación tiene como propósito, analizar la relación que existe entre las metodologías implementadas por una profesora de inglés y el proceso de aprendizaje de sus estudiantes. Este estudio se llevó a cabo en la Institución Educativa Distrital Santa Bernardita, una escuela pública en Barranquilla.

El estudio tiene un enfoque cualitativo y para la recolección de datos, se diseñaron y aplicaron cuatro diferentes instrumentos. La aplicación de estos instrumentos, permitió obtener información valiosa, la cual posteriormente sirvió como base para obtener un importante número de conclusiones en lo referente a que aspectos de la metodología implementada en el salón de clases podrían afectar el aprendizaje de la lengua.

Palabras claves: motivación, actitudes, metodología del profesor, proceso de aprendizaje de la lengua.

Abstract

Multiple factors revolve around foreign language learning. Among them, it seems important to include, affective factors, such as learners' motivation and attitudes towards language study, as well as the methodological decisions teachers make when planning and teaching a lesson, which have an important role in this process since they influence how this new experience is assumed.

The purpose of this research is to analyze what the relationship between the methodologies implemented by an English teacher and her students' language learning process is. This study took place at Institución Educativa Distrital Santa Bernardita, a public school in Barranquilla.

This study was qualitative and to collect the information, four different instruments were designed and administered. Through the application of these instruments, valuable information was gathered. This information allowed the researcher to draw an important number of conclusions regarding what aspects of classroom methodology could affect language learning.

Keywords: motivation, attitude, teacher's methodology, language learning process

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1. Introduction

The ability to communicate with others has always been one of the essential characteristics of human beings. This condition has allowed them to transmit beliefs and traditions fostering comprehension and mutual respect. Hence, learning languages is considered a necessity for the humanity. It might be said that languages could be considered as a bridge to connect cultures. In relation to this, it appears relevant to point out that, currently, the demand of bilingual people has increased due to factors such as the international political relations and the global economy.

In relation to this, it should be mentioned that English is the foreign language that is currently being mostly taught in Colombian universities, and schools. This in response to the demands of Ley 115 de 1994 in its goals for basic and secondary education where it requires: "The acquisition of elements of conversation, reading, comprehension and the ability to communicate using at least one foreign language". (p.26). For this reason, people and institutions involved in this process are receiving the support of the Ministry of Education to participate in different programs aimed at improving English language learning and teaching in Colombia.

A first step in order to pursue the goals previously mentioned in our contexts is the analysis of the aspects involved in the learning and teaching situation. This would allow us to get a deeper understanding of the aspects that motivate students towards language learning and benefit this process.

This research study analyzes the relation that can be established between an English teacher's methodology and a group of tenth grade students' language learning process in a public

institution in Barranquilla. This study will allow getting a broader view of what happens in the classroom; which will then make possible planning and implementing strategies that contribute meaningfully to improve English language teaching in this school.

After this brief introduction, a description of the organization of this research paper will be presented. This document is divided in seven chapters which will be briefly described next.

The *introduction* which talks about the importance of learning languages these days, and about the way this issue has been addressed in our country.

The first chapter is the *rationale* where the reasons that motivated this research study are presented; in this case, this study arises from the necessity to find answers and strategies to help students improve their language learning process.

The second chapter is the *state of the start*, which is a review of the literature that has been published in Colombia related to the topic of this paper. This gave important information to the author to understand how other people under similar circumstances have dealt with this problem in their contexts.

The third chapter is the *theoretical framework* where a presentation of the context research is made as well as of the literature on some factors that influence language learning process observed in this context.

The fourth chapter is the *research questions and Objectives*. This is a presentation of the research questions and objectives that guided this study.

The fourth chapter is the *methodology*. It is a presentation of the different research methods traditionally used in education as well as of its advantages and disadvantages, research paradigms, and data collection techniques. Subsequently, it introduces the method and techniques used during this study.

The fifth chapter is the *results*. It is a presentation of the results obtained during the data collection phase. The instruments used to collect information were: students' surveys, teacher's interview, students' interview and classroom observation.

The sixth chapter is the *analysis of results* where the data derived from the different instruments applied was organized by categories taking into account its common features.

After this comes the *conclusion and recommendations*. In this part, besides making the final remarks about the study, some recommendations are presented in order to help improve the teaching and learning context of the school and that could be used in other similar institutions.

1.1 Rationale

According to Ley 115 de 1994, the goal of education in Colombia is the improvement of human beings through the access to knowledge, science and technology among other aspects. This will allow citizens participate in the decision making process to guide the country to its economic, cultural and social development.

Likewise, the knowledge of a foreign language, in this case, English, becomes a fundamental tool that partially makes possible that goal since through it, individuals can overcome communication gaps. This will also provide students an open vision of the world allowing them to be in contact with other ways of thinking and expressing.

In relation to this, Fandiño, Bermudez and Lugo (2012, p.377) state: "Foreign language learning should be seen not only as a way to prepare individuals for the socioeconomic demands of a globalized world but also as a possibility to promote men and women conscious of the linguistic and cultural variety of the world, citizens who respect others and interested in recognizing and protecting the differences and individualities of other languages and cultures."

This perception of cultural diversity might take pupils to the tolerance and respect for others. Consequently, it could facilitate mutual understanding among cultures.

Additionally, it should be mentioned that foreign language learning could also be seen as an element that might enhance individuals' chances to get educational opportunities as well as to get better job offers.

For this reason, Colombian Ministry of Education (MEN) implemented the Plan Nacional de Bilinguismo –PNB- (2004-2019) aimed at promoting the quality in the English teaching programs at the basic, intermediate and higher level as well as the competitiveness of Colombian citizens. From its beginning, this program has prepared teachers and students of basic education, secondary and higher level to meet international standards in English proficiency.

This education channeled into a critical and reflexive practice where learners' needs, and factors that make them feel more motivated are taken as a starting point might lead to an effective teaching and learning process. This would help students assume their task in a more enthusiastic way which would facilitate their success.

1.2 Statement of the problem

Day after day, learning a foreign language such as English is an issue that takes more and more importance in our country. Such is the recognition that has been given to this topic that Colombian Ministry of Education decided to implement the National Bilingualism Program (2004-2019). This is a project which main purpose is bringing into a more desirable condition the quality of English language teaching in Colombian schools and universities as well as to promote the competitiveness of Colombian citizens.

Aware of the relevance of this subject, district secretaries of education such as Barranquilla's, have also joined efforts to achieve this goal. An example of this is the project

“Barranquilla Bilingüe”, a strategy which purpose is improving the teaching of English in the schools of our city.

However, there are still several reasons that prevent the achievement of this goal. They are related, among others, to the methodologies that are currently being used by some teachers who are responsible for this work. Some of these methods are traditional and unfavorable in order for learning to take place.

In addition, it should be pointed out that in some cases, teachers do not take into account students' needs and interests which should be central in the teaching-learning process. This could in some cases result in students' negative attitudes, and lack of motivation to study the language as they probably do not consider learning personally relevant.

With regard to this, Dornyei (2001) states that pupil's motivation; commitment and persistence are important factors that determine success or failure when learning a foreign language.

Affective factors such as motivation and students' attitudes towards learning English are aspects that deserve special attention and seem to be a good research topic as it is a common situation to find students who show inappropriate social behaviors, and negative attitudes that hinder the normal development of the classes affecting not only their performance but also their other peers' understanding.

The study of this topic will allow us to have a clear idea of the reasons underlying this problem that occurs in many English language classrooms and which seems to go unnoticed frequently. This will help us to reflect on the actions that as teachers, we could take to increase

the motivation and positive attitudes of our students facilitating in this way their English language learning process.

1.3 State of the art

Improving the quality of English Teaching Programs has become an important issue during the last decades in Colombia which is determined among other reasons by the growing demand for bilingual staff in the labor market product due to the globalization phenomena.

The previous situation has caused that actors in the different sectors involved in the national scene have come to give their points of view on the matter, either to express concern, submit proposals and/or to initiate research projects to determine the paths to follow in order to achieve this objective.

In 2006, it was published at www.mineducacion.gov.co an article entitled “En Colombia no se habla Inglés” where the then Education Minister, Cecilia Maria Velez White, expressed her concern in this regard. One of the main reasons for this situation to take place that was outlined in the article, was the pedagogy implemented by teachers.

In relation to this, in 2011, it was published at www.eltiempo.com an article entitled “El Inglés se enseña de Forma muy arcaica aun” which is an interview made to Clara Amador-Watson, a bilingualism expert who was visiting Colombia invited by the Faculty of Education of Universidad de la Sabana, Bogota. She explained that despite Colombian teachers know how to speak English, language teaching methodology seems to be an aspect that could probably be improved. She recommended teachers to make of their classroom enjoyable spaces where students' interests such as technology, music and arts could be taken into account. In other words, she talked about the importance of motivating students in the language learning process.

In a previous publication, in 2005, www.colombiaaprende.edu.com presented an excerpt from an interview made by El Tiempo, to Anne Marie Truscott, who was coordinator of the Bilingual Program at Universidad del Valle. During the interview, Mrs. Truscott made emphasis on the importance of motivating students. She recommended teaching English as long as possible in real contexts which could be achieved through interaction with native speakers; moreover, she suggested exposing students to authentic materials such as videos of their favorite TV shows.

As it could be previously seen, some of the main issues that have been outlined by bilingualism experts are: curriculum design, methodologies and strategies used by teachers, the level of acceptance of the students to this new language; and general matters that revolve around the management of the English teaching and learning process within the classroom. This has resulted in the generation of government policies which seek to help students to obtain a level of proficiency in the language.

One of the government policies previously described is Programa Nacional de Bilinguismo –PNB- (2004-2019) which seeks to ensure that Colombian citizens will be able to communicate in English. This in order to take the country to make part of international communication processes as well of global economy. This, in turn, has led to the implementation of strategies such as the definition of Standards of Competence in English, evaluation of competences in students, education of English as a Foreign Language (EFL) teachers and pre-service English teachers, programs of improvement of teachers both in language and methodology of teaching and new technologies for teaching and learning English

In line with government policies, and keeping in mind the needs of their own contexts, some Colombian teachers have started to carry out research projects inside their classrooms to

help them determine in which ways they could facilitate and motivate students toward English learning.

Following this, it seems worth to introduce some research projects carried out in Colombia related to the relationship that exists between students' motivation, attitudes, their language learning process and the methodologies implemented by teachers. They were carried out in Colombian public schools.

The first research project was aimed at finding out the reasons why 7th grade students did not feel motivated towards English Language learning. According to Moreno, M. (2001), the teacher researcher, students in her school thought they could not learn English and they were only interested in graduating to get a job. As a result of this, she decided to implement some strategies in the classroom that suited her students' needs, and wants. What she found after this was a change of attitude and motivation; not only on her students but also on others students of the school who also wanted the teacher to implement the same type of activities in their classrooms.

The researcher concluded that teaching should be more student-centered; and that it is important to understand pupils' needs and wants before making decisions on lesson planning, material selection and activity design. This would lead them to improve students' attitude and motivation towards learning the language, according to her.

The second research project was aimed at finding out how teacher's attitudes and methodologies affected 8th grade students' motivation towards English language learning. Sarmiento, L. and Sanabria, A. (2003), the teachers-researchers, explained that after collecting information through the use of different techniques, observing students behaviors during lessons, and interviewing them as regards to their feelings towards the subject, they concluded that students feel motivated when teachers treat them warmly, when they have the chance to interact

orally in the class, when they get feedback on their performance, and when their efforts were valued.

The third research project was aimed at finding the perceptions of English language learning and the impact active learning approaches had on 6th grade students. Ramirez, O (2008), the teacher researcher, explained that for this project students took lessons planned following the principles of task-based learning and active learning inside the Escuela Activa Urbana model.

Some important features of this approach are group work and situating learning and instruction within students' context and the world around them for it to become more effective.

At the end of the study, the researcher could conclude that meaningful and active classes help teachers change students' negative perceptions of English as a foreign language. Besides, when students feel they can use language for real communication of their own experiences or views of the world, their self-confidence grows and the process of the class flows more efficiently, making learning happen.

The analysis of the previous projects allowed me to notice that there is a point where teachers, researchers and experts on foreign language learning converge and it is how taking into account student's needs and interests could be helpful in order to be able to find ways to motivate them to learn English. To do this, it might be suggested a change of attitude among teachers, as well as willingness to get rid of our old practices and make some changes in our teaching methodology, this in order to get in tune with the needs of our learners.

The research project, described in this paper, aims to analyze some factors that may influence English learning process among a group of students of a public institution. This will help to have a closer idea about their expectations regarding the subject; as a result, this will be a guide to teachers when selecting and implementing activities for the English class. This study would not only benefit the students but also school teachers because it could give interesting

information about what to do in similar situations. Furthermore, it might be adapted to the needs of the teachers in charge of teaching other subjects at school in the future.

2. Theoretical Framework

Foreign language learning is a challenging and dynamic set of actions in which learners play an active role aimed towards the construction and expansion of their own knowledge. This would allow students establish a connection with the world around them.

This process seems to be closely linked to factors such as attitudes, and motivation that students bring to the classroom. In some cases these factors could be influenced by the methodology language teachers implement in the classroom.

Some of those elements that appear to have some kind of influence on foreign language learning will be defined below

2.1 Attitudes

Attitudes and their relation to language learning is an aspect that has been addressed by different authors. One of them is Karahan (2007) who explains that positive language attitudes let learners have positive orientation towards learning English.

Concerning this topic Gardner (1985) explains that attitudes are elements that make part of motivation and they refer to the combination of factor such as the effort and desire to reach the learning goal plus encouraging attitudes towards learning the language

Furthermore, Gardner (1985) states that attitudes are key determinant to inspire students to learn a foreign language. He says that there are two kinds of factors that affect attitude, they are:

- ✓ Factors prior to learner's approach to second or foreign language study which predispose students in a positive or in a negative way towards learning.

- ✓ Factors that develop during the language learning process. These could take place in the classroom. Student might show attitudes which could be beneficial or inconvenient in order to succeed in the language learning process.

As regards to this topic, Brown, H (2007) argues that: attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are "different" in any number of ways, and interacting affective factors in the human experience.(p.169). In the same line, Ghadessy and Nicol (2002), express attitudes seem to be cognitive and affective, they appear to influence the behavior of trainees and despite they are likely to prevail, they could be reshaped by the experience.

Nunan & Lamb (1996) refer to the above mentioned aspect as follows: "learner's attitudes towards the target language, the learning situation, and the roles that they are expected to play within that learning situation exert significant influences on the language learning process (p.215)".

From all these, we can infer that attitudes could be negative and positive. As it could be expected, positive attitudes appear to be beneficial as they lead students to make the decision to accept the challenge, in this case, to learn a new language and then achieve their goals more easily.

On the contrary, negative attitudes in students may cause apathy, lack of motivation and difficulty in achieving their goals. With reference to this issue, Brown (2007, p.169) states "negative attitudes can be changed, often by exposure to reality-for example, by encounters with actual persons from other cultures."

Regarding this topic, Ellis (2000) argues that positive attitudes towards the second language and its speakers can be expected to improve learning while negative attitudes do not facilitate it. It could be said that learner attitudes influence the level of second language proficiency obtained by learners. Hence, learners with positive attitudes, who have succeeded, will reinforce these attitudes while learners' negative attitudes may be strengthened due to failure.

It might be appropriate to say that language teachers could be transformative agents around the issue of attitudes in students. This would be possible through the selection and implementation of teaching strategies that meet students' expectations among others.

2.2 Motivation

In terms of motivation, it seems important to mention that this could also be considered as a key to ensure that students get involved in the learning process and all it encompasses. Motivation appears to be the initial stage on the way to the pursuit of goals; in this case, students' goal would be language acquisition.

In relation with motivation, Littlewood (1984 p.53), states "motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres"

Meanwhile, Keller (1983 p.389) cited by Brown (2007) defines motivation as "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect."

As regards to the relation between motivation and learning a second language Gardner (1985p.10) explains "L2 motivation is the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"

In the same vein, Krashen (1985) explains that when learners are highly motivated, they are better prepared to succeed learning a foreign language. On the contrary, when motivation is low, this makes difficult learning a second language.

Motivation is divided into different types. Taking into account the source, motivation could be divided into extrinsic and intrinsic. With regards to intrinsic motivation Edward Deci(1975), cited by Brown,(2007,p.386) argues “Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.” It might be inferred from this that when activities are enjoyable for people, there is no need for additional compensation.

In relation to extrinsic motivation, Brown (2007, p.386) explains “Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self”. In this case, it might be said that learners decide to carry out activities since they are going to obtain compensation in return, it could be a good grade, the recognition and acceptance of others.

Taking into account the purpose, motivation could be divided into integrative and instrumental. In his Socio-educational model of language acquisition Gardner (1985) talks about these types of motivation. Integrative motivation refers to learners' desire to learn the language in order to be able to interact with the native speakers or with people who speak the language while instrumental motivation refers to the practical reasons for someone decides to learn a language such as getting a better salary or for academic purposes.

Nowadays, it is common to find in the classroom students with little or no motivation towards learning English. In these situations it is important to try to understand the reasons that lead students to act in different ways and try to promote appropriate conditions which increase

their motivation. Concerning this, it should be said that learning could/may occur if students find certain kind of pertinence for their lives.

In line with this, Oxford & Shearing (1994), suggested it would be important to try to identify motivational factors in the learning situation in order to find new strategies to activate students' motivation.

In order to facilitate teachers the task of increasing motivation in students, Dornyei (1994), makes some recommendations, these are:

- ✓ Developing student's self efficacy. This could be done by helping students realize of their own abilities and competence to learn the language.
- ✓ Decreasing student's anxiety. This could become true as long as teachers set the conditions to create a classroom atmosphere where students feel relaxed, accepted, respected and heard by their teachers and peers
- ✓ Introduce Tasks appropriately. This means that teachers should provide pupils clear instructions and guidance of the task they are expected to do. Furthermore, teachers should also explain students' tasks' purpose and utility.
- ✓ Encouraging students to set attainable sub-goals. This could be achieved as long as teachers have an open relation with students where they could express realistic opinions about the information they consider important to learn and the things they would like to do in the future.
- ✓ Increasing the attractiveness of course content. This might be possible if students learning a foreign language could not only be relevant for their lives since they learn about things they are interested in. Furthermore, they perceive it as a challenging and rewarding experience.

Additionally, in the Process Oriented Approach to Motivation Dornyei and Otto (1998) explain that learners' motivation could change over time and that it could be related to different sources such as classrooms' tasks. According to this approach, there are three different stages in students' motivation, they are:

- ✓ Pre-actional phase where motivation is provoked by choosing the goal or task that learners will go after
- ✓ Actional phase. Once motivation has been generated it is important to retain motivation, make sure that external factors such as environmental conditions or internal factors such as students' thoughts or feelings do not affect the achievement of goals.
- ✓ Post-actional phase. This is how learners evaluate the task they carried out and make decisions on the kind of tasks they would like to do in the future.

It would be appropriate to say that teachers should be aware that besides cognitive factors, motivation has an important place in second language learning success. This could at some point be influenced by the teaching strategies used in the classroom. As a result, it might be recommended to start reflecting on the work carried out and the decisions made to promote a good classroom atmosphere and if indeed we are achieving the expected results through their implementation.

2.3 English Language Teaching Methodology

The implementation of effective teaching methodologies can become one of the bases to achieve a pleasant classroom atmosphere where students show a good attitudes and motivation to carry out the activities suggested. This in turn might take students to succeed in their learning process.

However, to make the appropriate selection, it seems relevant to take into account the type of population we are working with, what are their needs, interest and even their skills. This needs analysis could give us a broader idea of what methodology should be adopted. In relation to this, Hutchinson and Waters (1993) explain all courses should be planned taking into account a previous analysis of learner's needs.

Following this, a presentation of some the most widely known methods and approaches that have set the standards for the teaching of English over time will be made. They range from the most traditional to the current ones.

2.3.1 The Grammar Translation Method. With regard to this Richards and Rodgers (1986) explained that this method focus on the study of grammar rules and morphology. Some of its main features are: doing written exercises, translating texts, memorizing vocabulary. Classes are mostly taught in the mother tongue making use of the foreign language.

2.3.2. The Audio Lingual Method. As regards to this method, Richards and Rodgers (1986) explain that the most important in this methodology is that it has a strong emphasis on accurate pronunciation, grammar rules knowledge from the initial stages of learning.

2.3.3 The direct method. Concerning this method, Richards and Rodgers (1986) pointed out that some of its main principles and procedures were:

- ✓ Classroom instruction was conducted exclusively in the target language
- ✓ Only everyday vocabulary and sentences were taught
- ✓ Grammar was not taught inductively
- ✓ Correct pronunciation and grammar were emphasized
- ✓ Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

- ✓ New teaching points were introduced gradually

2.3.4 Humanistic Approaches to Teaching

2.3.4.1 The Silent Way. In relation to this method Richards and Rodgers (1986) explain that in this method teacher should be as silent as possible while learners should be motivated to produce as much language as possible

This method sees language as a rule formation process where pupils use their cognition to find out the rules of the language under study. This method promotes learners' autonomy, responsibility and independence. Some of its main features are: little teachers' modeling and correction which pushes students to develop their own criteria in order to be able to realize of their own mistakes, learners work cooperatively, translation and repetition is avoided.

2.3.4.2 Suggestopedia. This method proposed by G. Lozanov is based on the idea that language acquisition could be enhanced through positive suggestion since this makes pupils more receptive.

Richards and Rodgers (1986) explain that the most important features of this methodology are the decoration, furniture, decoration and arrangement of the classroom, the use of music and the authoritative behavior of the teacher.

Some learning techniques implemented in this approach are: use of extended readings accompanied by classical music, long vocabulary lists and observations on grammatical points.

2.3.4.3 Total Physical Response (TPR). Concerning TPR Richards and Rodgers (1986, p.277) state: "it is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity."

This method proposed by James Asher is based on the idea that learners who are physically and mentally involved are more likely to succeed in their process. TPR favors listening and comprehension as a mean for language acquisition.

In TPR classes teachers usually employ imperatives to transmit information to their students who show understanding through physical movements. Some materials to aid students' comprehension are: pictures, objects and realia.

2.3.5 *Communicative Language Teaching*. According to Richards (2006) this approach began as a reaction to traditional language teaching approaches where grammar in language teaching and learning was essential.

This approach promotes learning through interaction since it is considered as the best way to learn a second language. Its main goal is to prepare pupils in order to be able to communicate in the real world. That is why the activities carried out in the classroom are related to real life situations.

From this approach two different methodologies originated, Task Based Instruction and Content Based Instruction. In content based language is learnt through other disciplines while in task based learners perform tasks where they need to use the language successfully.

After the theoretical discussion of factors affecting language learning, this paper will continue with a description of the context where the research took place.

3. Description of the context

The Institución Educativa Distrital Santa Bernardita is a public catholic school in Barranquilla. It was founded in 1954 under the direction of the Congregación Hermanas de la Presentación, a religious Colombian community. However, it is not working under the direction of this religious community anymore. Currently, it has three academic levels; preschool, primary and high school who attend school in two different shifts. Preschool and primary go to the institution in the afternoon while high school students go in the morning.

The school has approximately 1.286 students. They are in the economical status 1 and 2. It has 22 classrooms, besides that there are two computer rooms, a library, a teacher's lounge, an office for the coordinators and an office for the director.

Currently, English teachers at the institution are working with the texts of the series "Next Step". As regards to the curriculum; there is a subject plan where the topics that should be taught in every grade are specified, it contains information related to standards, goals, sub goals and problem question. It has been revised by the teachers of the English Department at the Institutional Planning Period that takes place in January during the last three years but no changes have been made so far.

As regards to how English learning is perceived by students at the institution, it seems appropriate to say that teaching this foreign language at this public institution could be quite difficult due to the inappropriate behavior some students show in the classroom. It looks like a good number of pupils are more interested in making jokes to every single person no matter if it is the teacher, their peers or a visitor. Moreover, it appears to be that most of them prefer to spend their time talking to friends inside and outside the classroom or playing with their cell phones.

In relation to the book, due to not all the students have the book;, some of them bring copies to work during the sessions and some others do not bring anything to class that seems to be the reason for they are constantly misbehaving, doing things different to the activities suggested by the teacher . The previously described factors cause a low performance in the English class which at the end of the bimesters results in high academic mortality rates at the area.

For this research project, I have selected a group of 23 students whose ages range from 15 to 16 years old. Currently they are in 10th grade according to the Colombian education system. As it was previously mentioned, they come to school in the morning from 6:30 a.m. to 12:20 p.m. They have four hours of English during the week.

Concerning the teacher who is in charge of teaching English in 10th and 11th grade, it might be appropriate to mention that she studied to be an English/ Spanish teacher at Universidad del Atlántico in Barranquilla; however, she expresses that she would like to go back to study English since she has forgotten the language as she has been working as a Spanish teacher for a long time. After her designation with the government was as teacher of humanities, she usually has more hours of Spanish than English in her schedule. Besides, she has a master's degree at Universidad Del Zulia in Venezuela, but she explains this degree is not related to educational matters. She describes herself as a very academic person and she considers she needs to be more interactive with her students. This person has been a teacher for fifteen years approximately. Before working at I.E.D Santa Bernardita, she worked at Colegio Colon in Barranquilla where she taught Spanish. She has been working in the public sector during four years. After the description of the context, this paper will continue with the presentation of the research questions that guided this research project.

4. Research questions and Objectives

The following are the research questions that guide the process of investigation

4.1 Research question:

- ✓ What is the relation between the teacher's methodology and tenth grade student's English language learning process in a public institution in Barranquilla?

4.1.1 Research sub-questions.

- ✓ What is students' attitude towards English language learning (ELL)?
- ✓ What strategies used by the teacher in the classroom motivate students towards English language learning (ELL)?
- ✓ How does a teacher's methodology influence students' performance in the English class?

4.2 Objectives

In this part, I will present the objectives of the research study:

4.2.1 General

- ✓ Establish the relationship between the teacher's methodology and students English language learning process in a public institution in Barranquilla.

4.2.2 Specific

- ✓ Describe students' attitudes towards ELL in a public institution in Barranquilla.
- ✓ Identify the strategies used by the teachers that motivate students towards ELL.
- ✓ Describe how a teacher's methodology influences students' performance in the English class

5. Methodology

“Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.”
(Creswell, 2012, p.3)

Taking into account the above statement, it might be appropriate to describe research as an activity which pursues the acquisition of new knowledge. It might also be appropriate to add that research appears to make part of almost every process that takes place in our society. In relation to this, Drew, Hardman & Hosp (2008, p.15) declared: “Research is part of our daily life whether we are conscious of its presence or not”

Nowadays, it seems to be that research has become an important issue in the education field. This is carried out in order to find how teachers, students and other members of the system behave. This type of research is called: **Educational Research**. Regarding this, Albert (2007, p.20) explains: “It is the application of concepts such: scientific knowledge, science, scientific method and scientific research all this applied to education. It deals with matters related to the nature, epistemology, methodology, goals and objectives in the continuous search of knowledge in the education field”

Educational Research allows assessing and improving the quality of programs, making beneficial changes for students and reforming institutional policies. With reference to Educational research, Creswell (2012,p.4) said : “Researchers are much like bricklayers who build a wall brick by brick, continually adding to the wall and, in the process, creating a stronger structure.”

5.1 Research Paradigms

Johnson & Christensen (2008, p.33) state a research paradigm is: “a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices.”

It seems to be that there are two main research paradigms or approaches which can provide detailed information on those aspects teachers would like to change or improve in the classroom. Those educational research paradigms or approaches are: qualitative and quantitative research.

Qualitative research attempts to understand human beings analyzing the circumstances under which they behave. It has been suggested that an important characteristic of this type of research is that most of the times researchers also participate in the activities they observe, and that is one of the techniques they use to collect information.

In this type of study, people are examined in their own environment trying to understand their reasons, motivation and opinions. With regard to this, Creswell (1994, p.76) said: “researchers interact with that which is being observed”

Likewise, Litchman (2006, p. 22) declared about qualitative research: “It is a way of knowing that assumes that the researcher gathers, organizes, and interprets information (usually in words or in pictures) with his or her eyes and ears as filters. It is a way of doing that often involves in-depth interviews and/or observations of humans in natural settings.”

In contrast, quantitative research seems to be more numerical; in this type of approach, researches gather information about how humans behave in order to find and give explanations, make conclusions about the underlying causes of certain phenomena. Observations in this type of research take place in restrained settings.

Concerning this, Bogdan & Biklen (1998, p.38) stated: “quantitative research collect fact of human behavior to verify or elaborate a theory that will allow scientist state causes and predict human behavior.”

The next chart shows some of the most relevant aspects of qualitative and quantitative research and the reasons for they could be more suitable for the necessities of each type of context.

QUALITATIVE RESEARCH	QUANTITATIVE RESEARCH
<ul style="list-style-type: none"> • Presents data in the form of words, pictures and objects 	<ul style="list-style-type: none"> • Presents data in the form of statistics
<ul style="list-style-type: none"> • It is flexible and rich in date; however, in some cases is uncertain since the interpretation could be quite subjective 	<ul style="list-style-type: none"> • This type of research is more objective since it looks for accurate measurements and analysis of target concepts to answer inquiries.
<ul style="list-style-type: none"> • Due to the richness of data, its analysis is time consuming 	<ul style="list-style-type: none"> • In this type of research the analysis of data is more efficient.
<ul style="list-style-type: none"> • Researchers are the data gathering instrument. He/she carries out interviews or observations 	<ul style="list-style-type: none"> • Researcher uses tools such as questionnaires and surveys to gather data.
<ul style="list-style-type: none"> • Qualitative research is used to develop a new theory that did not exist before. 	<ul style="list-style-type: none"> • Quantitative research is used to support a theory that already exists.
<ul style="list-style-type: none"> • Deductive reasoning is used to analyze data. 	<ul style="list-style-type: none"> • Data analysis is inductive and information has to be read as many times as needed.
<ul style="list-style-type: none"> • Qualitative research seems to be a group of practices that include ethnic studies, constructivism, cultural studies, feminism and Marxism. (McMillan, 2000) 	<ul style="list-style-type: none"> • Quantitative research include three types of experimental research: They are: true experimental, random assignment of subjects, quasi-experimental subjects, subjects; nor randomly In experimental research. (McMillan, 2000)

5.2 Methods of inquiry

As it was previously mentioned, ethnography is a qualitative research method which allows researchers learn through observation detailed information about a culture or a community and their way of living.

With reference to ethnography, Creswell (2012,p.462) stated. “Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group’s shared patterns of behavior, beliefs, and language that develop over time”

Ethnography appears to be descriptive, systematic and reflective; features that seem to be helpful since they might promote deep understanding of the underlying reality.

According to Creswell (2012), the following characteristics typically illustrate an ethnographic study:

- ✓ Cultural Themes. This is a typical inherent position, that is naturally accepted in a society or group
- ✓ A culture-sharing group. This is two or more individuals who share behaviors, beliefs and languages.
- ✓ Shared patterns of behavior, belief and language. This is a average social interaction that preserves as tacit principles and expectations of the group
- ✓ Fieldwork. This is the place that participants occupy and where they can be observed.
- ✓ Description, themes, and interpretation. This is an exact analysis of individuals and scenes to describe what happens in the culture-sharing group.
- ✓ Context or setting. This is the place, situation or environment that encompasses the cultural group being observed.
- ✓ Researcher Flexibility. This refers to the researcher being aware of and openly discussing his or her role in the study in a way that honors and respects the site and participants.

In addition to classical ethnography, it might be possible to find two more kinds of ethnographic research studies; they are: ethnology and ethno history.

Burke and Christensen (2008) defined ethnology as the comparative study of a cultural group. In relation to ethno history, they defined it as the study of the cultural past of a group of people.

Allwright & Bailey (1991) suggested ethnography is as a sort of procedures which main goal is to understand human behavior; it was implemented in the past, to observe exotic cultures. Currently, it is used in different environments; one of them is the school.

Respecting this, it might be said that educational institutions, have the conditions to make ethnographic studies. This is due to these places are little communities where researchers can find different groups of people who interact and share common interests, opinions and motivations.

The previously mentioned circumstances generate somehow certain types of similarities as regards to behavior and thoughts; consequently, this makes people in educational environments suitable candidates to be observed.

With regard to this topic, Sandín cited by Albert (2007, p.204) said: "educational ethnography brings valuable descriptive data from the contexts, activities and beliefs of participants at the educative scenarios"

5.3 Data Collection Techniques

The data collection process seems to be one of the main aspects in research, the techniques and instruments could be considered important sources since they enable researchers to make new findings, to find answers to the questions raised in the course of the research process, and to assess results.

With reference to this aspect, it has been suggested that at the ethnographic studies, the observer himself appears to be the predominant data collection instrument. Besides this, other techniques regularly used by ethnographers are the following:

- ✓ Participant observation seems to take place from a month to a year. In this technique researcher spends as much time as possible with the group he wants to investigate sharing their costumes and way of living. To accomplish this, the researcher must be accepted by those people without neglecting objectivity. By participating in group activities, they take field note which will serve to make decisions regarding the investigation
- ✓ Field notes which are taken while the researcher interacts with the target group of study.
- ✓ Interviews with informants which is a dialogue between the observer and the person observed (the Informants) during research process. These interviews could be recorded or videotaped in order to be transcribed later.
- ✓ Document analysis. Concerning the term analysis, Martinez (2000) explains when we analyze; we separate the parts of a whole in order to understand the principles of component items. This technique supplies a deep perception of the research topic through the interpretation of the data collected.
- ✓ Surveys, observation sheets, open questionnaires and photographs are also ways to gather information.

The following chart shows the advantages and disadvantages of some of the data collection techniques used by ethnographers

TECHNIQUE	ADVANTAGE	DISADVANTAGE
Participant observation	<ul style="list-style-type: none"> • Depth of understanding and immersion available to the researcher • Allows for personal testing with behaviors, attitudes, and experiences • Less time needed to distinguish commonplace from unusual in a setting • Increased access to cultural patterns that explain participants' sense of their own behaviors and culture 	<ul style="list-style-type: none"> • Tendency to focus on frequently occurring events • Potential for sampling bias • Loss of objectivity through emotional attachment • Potential for setting too early on a particular theory about the setting • Need for deception/informed consent • Temptation to accept other's explanations too readily or miss subtle features that are taken-for-granted by insiders • Data often cannot be recorded immediately
Interviews	<ul style="list-style-type: none"> • Flexible-can be more or less detailed to accommodate information needed • Personal perspective of the respondents is provided. Meaning or feelings can be detailed • Dialogue to clarify questions or responses is possible (and generally encouraged). This includes follow-up questions • Provide for greater depth of information 	<ul style="list-style-type: none"> • Expensive-can require a lot of travel as well as hours training for assistants and development of interview protocol • Time consuming. Observer needs to devote a great amount of time to observe, transcribe, and interpret data • Vulnerable to manipulation by the respondent • Require great skill and expertise of interviewer-intense concentration; the ability to listen, write, and anticipate questions; strong interpersonal interaction skills; note taking, maintaining neutrality while encouraging cooperation (i.e., not biasing respondent). • Not appropriate for broad surveying of general attitudes or beliefs.

Taken from Drew, C, Hardman, M, Hosp, J. (2008)

5.4 Definition of research approach

Taking into consideration the nature of this project that is a social research, it was decided to adopt a qualitative research design.

In relation to the method of inquiry selected, it seems to be that ethnography best fits the necessities of this type of study. This is due to as it was mentioned before; one of its main characteristics is human behavior's description. With reference to this, Creswell (2012,p.481) stated: "ethnography is a useful design for studying groups in education, their behaviors, beliefs, and language, and how they develop shared patterns of interacting over time." After the

presentation of the educational research paradigms, methods, and techniques used during the data collection processes, it seems appropriate to talk about the research procedure that was followed in order to conduct this academic work.

As regards to the instruments for the data collection process of this study, classroom observation, interviews, and surveys were selected as the options since as a teacher, I have the opportunity to interact frequently with students making it easier for me to enter their world in order to understand in depth what is in their thoughts.

The goal of this research paper is to get familiarized through observation of a specific group with the world surrounding students, the realities in the classroom, and their attitudes, and motivations towards language learning in order to promote their academic and social growth.

6. Findings

6.1 Description of the findings

In this chapter the objective is to make a detailed presentation of the findings obtained during the data collection phase. This will allow us to understand in depth the reality of the classroom in order to respond to the questions that lead this research study. The instruments implemented for this purpose are as follows: class observation, surveys, teacher's interview and students' interviews

Classroom observation. This technique could be considered as a valuable tool in educational research since it allows teachers to understand what might be wrong and what should be done in order to facilitate students learning process. With regard to this, Montgomery (2002,p.405) states “Although traditionally, classroom observation appraisal has been considered to take three main forms (the first one for professional development, the second one for reward, and the third one for promotion), researchers and practitioners generally agree that the most effective use of classroom observation is for professional development .” In accordance with this, for this study, three classes were observed to have an idea of what happens in the classroom.

Surveys are also important data collection tools that provide information on the different aspects surrounding the classroom. In relation to this, Leedy & Ormrod (2005, p.183) suggest “surveys are used to gather information about groups in order to learn about their characteristics, opinions, attitudes, or previous experiences”.

Interviews are another important instrument used to collect information from individuals. These tools that have the form of conversations help researchers understanding interviewee's perception concerning specified situations. As regards to this, Kvale (1996, p.14) “interview is

an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data”

After the implementation of the data collection techniques the next step was the *Triangulation* which could be described as a process used to interpret the information gathered through different data collection instruments. It is aimed at increasing the reliability of the results found in a research study since it analyzes the research questions from different angles.

With regard to this Cohen and Manion (1994, p.112) explain that triangulation is “an attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint”

Another important concept regarding this topic is provided by O'Donoghue and Punch (2003, p.78) who state that triangulation is a “method of cross-checking data from multiple sources to search for regularities in the research data”

Following this, a presentation of the different data gathering techniques and results will be made:

6.1.1.Class Observation. Three classes were observed with students of grade 10³ at Institución Educativa Distrital Santa Bernardita. Teacher: This group has 27 students. The main purpose of these observations was to get some insights about the relation between the methodology used by the teacher and student's English language learning process which corresponds to the main research question of this study. The course is four hours a week.

According to the schedule, 10³ students should receive classes as follows:

Monday: 1 hour from 9:45 to 10:40 a.m

Tuesday 2 hours from 7:00 to 8:40 a.m

Friday 1 hour from 7:50 to 8:40.A.m

However, these students make part of a training program for employment. This program takes place on Fridays morning; for this reason, they do not take English lessons this day. On Mondays, the teacher usually calls to say she is sick so she does not go to school. As a result, Tuesdays are virtually the only day students take English lessons. So out of 4 classes a week, they really take 2 hours.

The materials students use during classes are a notebook, pen, and a textbook named "Next Step" published by Richmond Publishing House. It may be important to mention that many of the students come to class without the book or copies of it.

As regards to the conditions it might be said that these students take classes in a classroom with poor lighting conditions and ventilation system. Besides, the room is pretty small and there is not enough space for students or teachers to move freely. In terms of seating arrangements, it was observed that the classroom is organized in a traditional way (orderly rows) where the teacher stands at the front.

6.1.1.1 First classroom observation. The first observation was carried out on August 14th 2013. The result of this observation is described below. (Class observation 1, see transcript as appendix 1)

As it was previously mentioned, this class was carried out with 10th grade students whose ages range between 15 and 16 years. The class objectives were related to checking grammar understanding focused on learning how to use the expression "used to". To achieve this goal, the teacher began reviewing the grammar rules of this topic (turn 8).

P	6	Ok Juliana, remember what topic we were working last class?
A	7	Used to
P	8	O.K. I need to remember the rules. Remember when do we use the used to, ok?

Then, she asked students to copy in their notebooks a number of sentences in Spanish that later they would have to translate into English. Once students solved this exercise, the teacher asked them to explain how they thought negative and interrogative sentences could be structured. (Turns 123,136).

P	123	Bueno vamos a trabajar con la negación, como creen ustedes que la formaríamos?
A	124	Didn't?
P	136	(the teacher finishes writing the answer on the board) Bueno listo, ya tenemos la forma negativa, y si yo necesito preguntar?
A	137	Seño, se pondría el used to de primero?

It could also be seen that although there were some attempts to make some more communicative activities (Turn145), there was no previous modeling for the students and the instructions were not clear. The teacher used Spanish all the time and used some vocabulary that students did not know in English.

P	144	Bueno hagamos una cosa, con tu pareja vas a conversar, con tu pareja vas a discutir pero eso es de dos minutos nada más
P	145	Bueno si yo quiero preguntar tu solías caminar muchas horas en la mañana por ejemplo como preguntaría? Entonces conversen pues
A	146	Seño venga acá como así

However during most of the class, the teacher mostly followed a grammar translation approach (Turn 56, 59, 60, 61, 62).

P	56	Hagan este ejemplo. Yo solía caminar por muchas horas. Es un ejemplo. Como lo escribes en inglés
A	59	Used to
P	60	¿Quién se atreve?
A	61	(a student goes to the board to solve the exercise and asked the teacher) ¿ Cómo se dice caminar?
P	62	caminar walk

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In relation to interaction patterns, it can be said that most of the time, the activities were carried out individually. There was only one activity where the teacher asked the students to discuss, in pairs, a grammatical rule (turn 147). The focus was still the grammar without a context. Instructions were not clear either.

P	147	Si tú vas a preguntar una oración en pasado es igual que en español, discute con tu pareja a ver.
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The materials used during this class were the workbook and the notebook. The workbook was used at the end of the class and students were asked to complete some exercises. However the exercises were not checked in the class as she run out of time (turn 178-186).

P	178	Bueno, entonces ahora vamos al workbook
A	179	¿Qué página?
A	180	Ya se acabó la hora
P	181	No puede ser y a qué hora se acaba?
A	182	Seño un permiso
A	183	¿Se lleva el ejercicio?
A	184	Seño venga acá
P	185	(pointing her book) van a completar en orden las preguntas
P	186	Hagamos algo, Milena se queda encargada de recoger el ejercicio terminado y de entregármelo porque ya no alcanzamos a revisarlo aquí.

In the following class it could be noticed that the teacher did not provide feedback to the students about the last exercise.

It could be said that the class had a teacher centered approach since it was the teacher the one who spoke most of the time, and students did not participate very much. From the number of turns, students only took 83 while the teacher took 105. However, it could be said that the quality of students' participation (turns) was poor in the majority of the cases as they answered questions asked by the teacher using only one word or using their native tongue (turns 17, 23, 39, 59, 67, 124, 126).

P	15	I forget my rules. That's ok. When do you use used to in grammar?
P	16	In Spanish you might explain in Spanish

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A	17	Para afirmar algo
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A	23	Seño paracompara una acción
P	24	Ok when you need compare an action ehh in the past with the present. You need compare an action in the past with ...
P	38	Do you understand? Justo, any question about that? Any question? Any question? Juliana, is clear?
A	39	yes, teacher

P	56	Hagan este ejemplo. Yo solía caminar por muchas horas. Es un ejemplo. Como lo escribes en ingles
A	59	Used to

In addition to this, it also seems relevant to mention that most of the times when students participated, they did it in response to a teacher's request not voluntarily. (Turns 163, 171,174).

P	163	Tu quieres Jean?
P	171	A ver tuYerlis
A	172	Eso no es tan fácil
P	174	Tatiana esta planillada para pasar
A	175	Profe espere

It also seems appropriate to mention that the teacher almost all the time called on the same students to solve the exercises (turns 6, 12, 13, 21, 25, 46, 72).

P	6	Ok Juliana, remember what topic we were working last class
P	12	Do you remember these rules? yes, ?Jean Paul, your book?
P	13	Open your book Jean Paul?
P	21	Don't remember, no? Juliana? Don't remember other aspects about this topic? Juliana?
P	25	Other aspects? Jean Paul
P	46	Is this clear? Is this clear? No? Jean Paul? No?
P	72	Siguiente ejemplo (dicta a los estudiantes) mis padres solían usar jean y chaqueta. ¿Alguien más? Jean Paul? No Jean Paul?What happens to you today?

The other members of the class showed reluctance to participate in the activities; instead, they seemed to be more interested in external issues (94,132,133,176).

A	94	At iponte el zapato
A	132	Jean por que estas tan pesado hoy? En serio
A	133	(se pinta los labios) Seño pone nota?
A	176	Y eso que no la pillaron con la peinillita

It was also observed that the students who were paying attention and were involved in the activities of the class were sitting in the front row while the students who were sitting in the back of the classroom did not participate. These students showed a negative attitude towards the class and did not complete any of the proposed activities in it. In contrast, many of them used their time making different things such as jokes to their peers, play with the phone and scribble in their notebooks.

Another aspect that should be mentioned is that students showed lack of confidence regarding their abilities to interact and perform properly in the activities of the class. Some of them expressed fear of not completing the exercises properly. (Turn 88,117,118,171,172).

A	88	Seño yo no sé si lo vaya a hacer bien
P	117	Les hago el quiz? Esto esta clarito ya verdad?
A	118	El día del quiz todo el mundo pierde
P	171	A ver tuYerlis
A	172	Eso no es tan fácil

Some others expressed they did not understand the activities, and seemed to be confused (26, 34).

A	26	eh...(Jean Paul rubs his chest and says nothing)
P	27	Raul, you don't remember? No?
A	28	(Raul laughs and says nothing)

P	34	Other aspects? Other key. I need to make a title for how does it work. You need to put this title, to write this title? Any question about that?
		(Students remain silently, they do not ask any questions)

Another aspect observed was the lack of scaffolding to help learners to complete the activities and the teacher did not provide models for the students to have a clear idea of what they were expected to do (Turns 146).

A	146	Seño venga acá como así.
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In relation to the student talking time, it could be said that it was very limited. It was reduced to respond to the teacher's questions. Most of the time it was the teacher who spoke out to instruct, to invite students to participate, to correct, to give the answers or to make calls for attention to the students.

In terms of language use, it could be seen that even though the teacher began the class giving instructions in English, she slowly changed and started to speak in Spanish since the students did not answer her questions and seemed to be confused.

P	13	Open your book Jean Paul ?
A	14	Jean Paul your book?(using a tone of joke)
P	15	I forget my rules. That's ok. When do you use used to in grammar?
P	16	In Spanish you might explain in Spanish
A	17	para afirmar algo
P	18	para afirmar algo aja

In sum, the class observed had a grammar – translation focus where students did not have many chances to interact spontaneously in the foreign language or use it for a real communicative purpose. The interaction pattern was basically teacher – whole class (T – Wc) with an increased use of the language by the teacher. Also the use of L2 was affected as the teacher started the class in English but little by little she moved into Spanish as students complained they did not understand. Finally the negative attitude of some students was evident as they were all the time, telling the teacher that the class was over.

6.1.1.2 Second classroom observation. (Class observation 2, appendix 2). This observation took place on August 21st, 2013. The objective of the class was addressed at describing free time activities. To develop this exercise, the teacher asked students to open their workbook. Then she asked them to work in groups. She gave students 10 minutes to think about

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the free time activities in the book, write some ideas about them and then explain orally these activities. After that, a member of each group was asked to socialize the work done.

Different interaction patterns were observed during this activity, student-students which were only few turns during the presentation of the activities. However, it could also be observed a teacher-whole class interaction pattern as the teacher was there giving turns, correcting mistakes, making questions and in some cases providing answers.

A	78	They have fun
P	79	The other picture?
A	80	They are in a party happy and enjoy
P	81	That's ok
A	82	Un aplauso

P	128	Other student? La última
A	129	(a student goes to the front and says) la seis
P	130	Todo el mundo escogió la seis
A	131	They are recording a video
P	132	That's ok. Sit down please.
P	133	Look at the free time activities (pointing a book that she has in her hands) What is the activity that this picture shows?

Students-students interaction pattern were also observed, however, it should be pointed out that the interactions were in Spanish and in some cases not related to the task.

A	20	Yesenia que haces?
A	21	Ah?
A	22	Hey men me siento realizado
A	23	Oha
A	24	Oye un lapicero rojo?

In relation to the language used during the class, it could be observed that students tended to use their Spanish and the teacher as well. During their presentations, their utterances were fairly basic and sometimes shorter than expected (turn 65, 95,136,161,163,175,177).

A	65	(the student goes to the front and says...) one listening music, two happy are
As	95	(the students respond in chorus) party
A	136	She is ehh..
A	161	Profe listen to music
A	163	Enjoy?(grita un estudiante desde su puesto)
A	175	No

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A	177	Yes
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As regards to the amount of teacher talking, this time a balance between TTT and STT was observed. There were 210 turns, 105 were student's utterances and 105 were teacher's participation. However, the quality of students' interaction was poor in some cases. In addition, many of them had no connection with the central theme of the class (turns 6, 46, 199).

A	6	Y la gratuidad? No se supone que todo es gratis?
A	46	Quien tiene borrador?
A	199	Tropicana la emisora que está de moda (riéndose)

In terms of methodology, it seems important to mention that in this opportunity, the activity had a combined focus of partly communicative and partly grammar translation (turns 100, 114, 126, 151, 152).

P	100	They have a coffee en inglés es tomar café
P	114	No usen el presente continuo, recuerden que estamos hablando de hábitos
P	126	(talking to the student that is at the front) ¿Porqué usas tanto el presente continuo, are eating, are dancing
P	151	What is the activity in the picture number four? Aja?
A	152	They are in the cafeteria and have gaseosa (the student moves his hands as if he was drinking a soda)

In relation to student's attitudes, it could be observed once more student's lack of interest towards the English class and sometimes lack of confidence (turn 37) to participate in the activities.

A	37	Ahora veras que nos sale mala Laura
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While some students were working, others were doing different things such as playing with their mobile phones and tablets specially the ones sitting at the back of the classroom. There was a group of girls reading a magazine and a group of boys solving some math exercises that they had to present to their math teacher. Besides that, there were also other boys and girls talking

and walking around the classroom. It could be observed that some students showed lack of interest towards the activities affecting the development of the class.

Another aspect worth mentioning is that sometimes it is difficult for the teacher to make students speak in English. She has to push them hard and in most occasions, she gives up and provides students the answers (139).

P	139	What is the activity? Ann watches a movie ok?(she writes the sentence on the board)
---	-----	---

As it was previously mentioned, almost always the people in the front row are the one who participate.

In sum, many of the same aspects observed in Class #1 are repeated here: students' lack of self-confidence to complete classwork especially from the students who were sitting in the back row, negative attitude towards the class, poor interaction since sometimes it was not related to the class issues. However, some other class features were observed for example there was a balance between the teacher talking time and the students talking time, this time students worked in groups, and the class partly followed a communicative approach

6.1.1.3 Third Classroom observation.(Class observation 3, appendix 3).This observation took place on September 1st, 2013. The objective of this class was related to the development of their reading skills. The teacher organized them in groups of five students to carry out a reading activity since there were few dictionaries. At first, the teacher asked them to do the reading silently. After that, the teacher the text read aloud, and students looked up for the unknown words in the dictionary. Finally, they did some reading comprehension exercises that were in the book. It could be noticed that the teacher did not do any pre-reading activity in order to activate students' prior knowledge, introduce the topic and make sure they would understand what they were going to read. During reading activities that could facilitate students comprehension of the

topic by making connection were not implemented either, the teacher did not asked students to take a look at the questions before reading the text or to try to infer the meaning of unknown words from context. After students finished reading they only solved the questions that were in the book but they did not do any post reading such as saying or writing their points of view about the text.

P	20	Ok, we are going to read this. (points the book) Effective Communication. First you will take 10 minutes to read silently and then, I will read it aloud, after that we will look for the unknown words and finally we will answer and discuss the questions. Ok?
---	----	--

Different types of interaction patterns were observed during this activity. Initially and mainly, it was teacher – whole class. There was also some evidence of a student-student pattern.

P	7	Ándale oye que poquito, bueno entonces nos organizaremos en grupos de cinco.
		(Students begin to move the chairs in order to make groups of five)

Despite the class seemed to be student centered this time, the quality of participation was poorer than in the other classes. As regards to the use of the language, native language (L1) was the most used during this activity.

P	26	Ya te dije Justo, por favor colabórame con el silencio, estas interrumpido a tus compañeros
A	27	Hey si cállate men no dejas concentrar
A	87	Ya? Señor group 5, lo mismo listen, be polite, no speak much, señor nosotros colocamos be honest, patient

In terms of students' attitude, it can be said that some students followed the reading, looked the words up in the dictionary while some others complained on different aspects of the class (turn 50, 70, 73).

P	49	Bueno hagan su lista, tienen 10 minuticos para hacerla, luego buscan los significados
A	50	Erda no paga, eso es aburrido
P	69	Habilidad. Bueno me parece a mí que ya tenemos casi todos los términos desconocidos. Ello nos va a ayudar a comprender mejor la lectura. Ahora vamos a responder las preguntas del punto de comprensión de lectura, vamos a analizar las preguntas y vamos a dar nuestros puntos de vista respecto a los pasos para una comunicación efectiva.
A	70	Anda señor otra vez? Nombre
P	72	Nada de eso, ese trabajo es para la clase

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

A	73	Teacher pago, uno como hace pa' escribí eso, uno en español lo dice pero en inglés eso es difícil
---	----	---

Other students were doing completely different things (turn 52) and there was one student who expressed reluctance to work (turn 70).

P	52	Nada de eso querido, todavía falta bastante (the students begin to work, some of the talk about different topics, others are solving a physics task and others are lying on the chair without doing anything)
A	70	Anda seño otra vez?Nombre

Besides this, the lack of self-confidence of some students could be observed in relation to their skills to complete the activities proposed by the teacher in the English class (turn 41).

P	40	Good job Keyner, thank you. Ok, Freddy is your turn.
A	41	Profe no aguanta usted sabe que yo pal inglés soy malo
A	42	Erda bien no sabe lee en español ahora en inglés

In sum, it could be observed that many of the aspects seen during the other classes are repeated in this class. Students' attitudes are the same:

- Lack of students' motivation to carry out the tasks.
- Students who seem confused in relation to what they are expected to do in class.
- The participation of the same students, who always sit at the front row.

Also, both students and teacher use more Spanish than English during the class. It could also be observed that despite the teacher begins her explanations in English; she slowly starts shifting into Spanish to students.

In terms of the methodological approach, this time the teacher attempted to focus on the development of reading skills but in she ended up following the grammar translation method. With respect to the way the teacher handled the reading class, it was observed that she did not

follow any of the stages a reading lesson should have such as implementing pre-reading, during reading or post reading activities.

With regard to the relation between students talking time vs. teacher talking time, it should be said that despite it seems to be that there was more participations from the students, student's participation keeps being poor, not related to the class many times, in Spanish other times and using single words but not sentences to express their ideas.

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

Below find a chart summarizing the aspects observed in the three sessions.

	Observation 1	Observation 2	Observation 3
Interaction Patterns	t-ss	t-ss ss-ss s-ss	t-ss ss-ss
Class Structure	Grammar rules explanation Translation exercises	Describe free time activities and socialize their work in front of the class however while students were reading the answers teacher made some corrections as regards to the use of the tenses, she explained that for habits or routines they were not supposed to use the present continuous.	Reading Look words up in the dictionary Complete reading comprehension exercises
L1 & L2 Use	Mostly Spanish during the class	There was a balance between English and Spanish	Mostly Spanish during the class
Teacher Centered vs Student centered	This class had a teacher centered approach	There was a balance in the class since both parts interacted actively.	Despite there were more turns from students speaking, this class seems to have a teacher centered approach since she was the person in charge of explaining and guiding the activities
Approach	Mainly grammar Translation method	Some aspects of the communicative approach but in some opportunities teacher also followed the grammar translation method	Grammar translation Development of reading skills
Quality of students' interaction	Poor. Interacted using Spanish and a few words not complete sentences in English in the majority of the cases.	Poor. Interacted using Spanish and a few words not complete sentences in English in the majority of the cases	Poor. Interacted using Spanish and a few words not complete sentences in English in the majority of the cases
Students' attitudes towards the English class	50% of the students showed negative attitudes towards the class. They did not want to interact or complete the tasks assigned. They generally sat at the back to do other activities. Only the ones in the front rows participated actively. At the end of the class there was a student telling the teacher to stop since the class had finished.	50% of the students showed negative attitudes towards the class. They did not want to interact or complete the tasks assigned. They generally sat at the back to do other activities. Only the ones in the front rows participated actively.	50% of the students showed negative attitudes towards the class. They did not want to interact or complete the tasks assigned. Some of them expressed they were not good at English. They generally sat in the back to do other activities. Only the ones in the front rows participated actively.
Teacher talking time vs Student talking time	83 turns (students) 9 were in L2 64 were in L1 10 were gestures 105 turns (teacher) 62 were in L2 43 were in L1	there was a balance. Both had 105 talking turns Teacher turns 31 turns were in L1 65 turns were in L2 9 were gestures Student turns 53 were in L1 43 were in L2 9 were gestures	46 turns (students) 32 turns were in L1 8 turns were in L2 5 were gestures 45 turns (teacher) 23 turns were in L1 22 turns were in L2

Figure 1. Classroom observation comparative chart

6.1.1.4 Conclusions.

After the class observation process, it was possible to find out that there are many aspects in the class that called my attention as I consider they could have an influence on students' motivation and attitudes towards learning English. Among these aspects, the following can be highlighted:

Students' attitudes: In terms of attitudes, it could be noticed that most of the students show negative attitudes towards the class most of the time. In their behavior, it could be seen that students get bored during the class. During the class, some of them expressed opinions such as class: the class is over, I am tired, I don't want to continue, I'm not good at English, and it seems to be that they do not feel able to complete the exercises. These pupils were interested in everything else except the English class. Learning this language does not seem to be among their interests at least at the moment. This initial conclusion corresponds to objective 1 of our research objectives.

Methodological approach: During the three classes observed and despite the teacher's attempts to develop reading skills and follow a communicative approach, she mostly followed a grammar translation approach. A lack of scaffolding was observed as students were asked to complete tasks for which they did not have enough practice or modeling. It can be said that the teacher does not provide enough examples for students to have a clear idea of the tasks they have to solve. Besides this, the teacher does not provide feedback on homework. As a result students do not seem to be interested in completing these tasks as students know they won't be checked.

Use of L1 and L2. There seems to be a constant in the English class and it is the prolonged and repetitive use of the mother tongue. Classes usually begin in English. However, this only occurs at the beginning after that, the explanations and clarifications end up being in Spanish. Students do not interact in the language for several reasons we can deduce from the observation.

For example, the teacher does not provide enough language for them to perform in L2. Two, the type of tasks to be completed are more grammar oriented than communication oriented. Three, the teacher seems to recur to L1 as a way to control the class, help students understand what she expects them to do or try to engage students in the activities she prepared.

Teacher centered class: Due to some characteristics observed during classes, it is possible to say that this was a teacher centered class where she took the role of instructor, and provider of the answers of the tasks she assigned. Students assumed a passive role that was listening to her while she was speaking, giving instructions, explanations and correcting mistakes. She had to point students out as they did not want to participate voluntarily. Also, the class was mainly focused on language forms and structures. Finally, the selection of topics and activities for the class were led by the same teacher that were almost all of them activities from the workbook, exercises that she dictated or copies that she brought.

Interaction patterns: In relation to this topic, it could be said that despite different types of interaction patterns were observed (student-students, pairs, and teacher- whole class); the most predominant was teacher – whole class. The quality of students' interaction observed during the classes was poor and in most cases, not related to the topics or activities being dealt with.

Materials: As regards to this topic, during the three classes, it was observed that the materials the teacher uses are almost always the same, the notebook, the book, and copies. With reference to the book, it seems important to mention that the language presented there appears to be above students' language level. Besides this, the activities suggested do not seem to be interesting or appealing for students. Finally, it should also be mentioned that at least half of the students do not have the materials to work during the English class.

In conclusion, the methodological strategies used by the teacher do not motivate students learning. On the opposite, most of the activities and strategies were repetitive and mechanical.

Therefore, the teacher's methodology influences negatively students learning and performance in class.

6.1.2 Surveys.

Taking into account the richness of the data that could be obtained through this instrument, one survey was applied to a representative number of students. It of the surveys was addressed to describe students' attitudes, and motivation towards the English class. This instrument was applied to the 20 students of grade 10°3 at Institución Educativa Distrital Santa Bernardita.

6.1.2.1 Survey on attitude and motivation towards English Language Learning.

(Appendix 4). This instrument contained eighteen (14) questions. It was focused on getting information related to what students think about the English class. This information will be important for objectives 1.1, 1.2 and 1.3 as it will help us to uncover students' attitudes, and motivation towards English language learning. It was applied to 20 students. The results were as follows

1. Question 1. Is the English class among your favorite subjects?

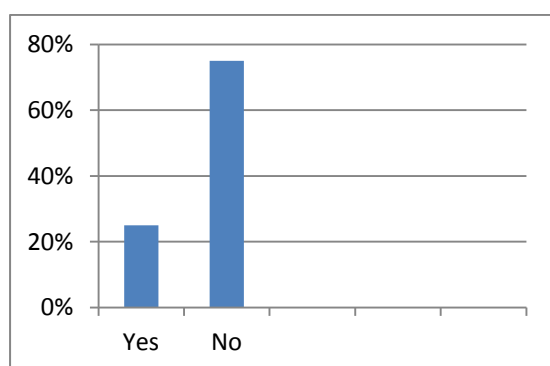


Figure 2

As seen in the graph, 75% of the students stated they do not consider English as one of their favorite subjects while the other 25% said they think it is their favorite class.

2. Question 2. Do you think English is an easy and interesting subject?

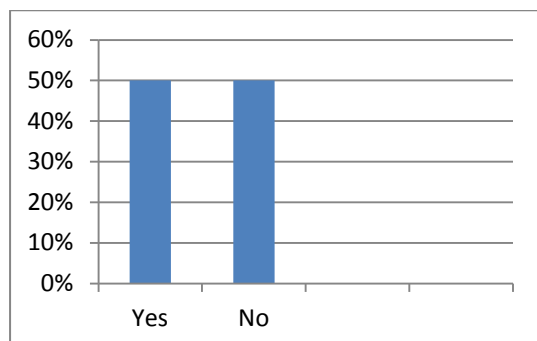


Figure 3

With regard to the level of difficulty, there was a balance in the opinions of the students. 50% of the pupils expressed they considered English as an easy and interesting subject while the other 50% of the class members answered they do not think English is easy or interesting.

3. Question 3. Do you enjoy the activities carried out in the English class?

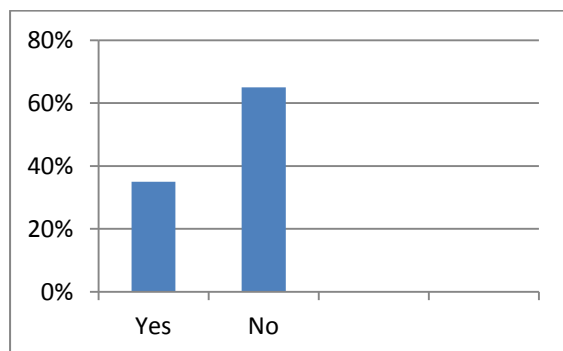


Figure 4

In relation to the activities of the class, 65% of the students expressed they do not enjoy these and only 35% admitted they liked the activities.

4. Question 4. Do you feel nervous during the English class?

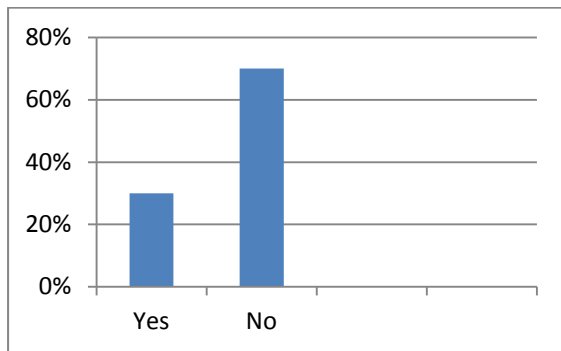


Figure 5

Concerning student's attitudes, only 30% of the students feel nervous during the class while the other 70% expressed they do not feel nervous.

5. Question 5. During the English class I feel confused since I do not understand teachers' explanations

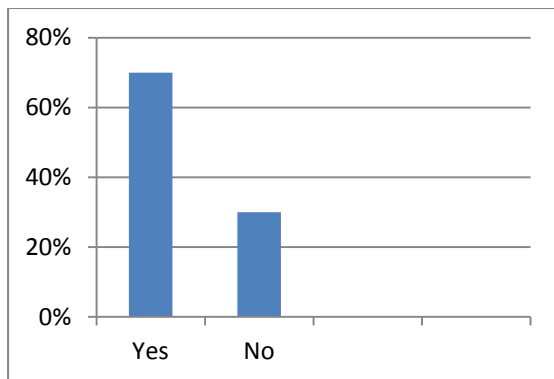


Figure 6

70% of the students answered that during the classes, they felt confused since they did not understand the teacher's explanations and only 30% said they do not feel confused.

6. Question 6. I feel better when the teacher uses Spanish to clarify any doubt I might have about the topics seen during the class.

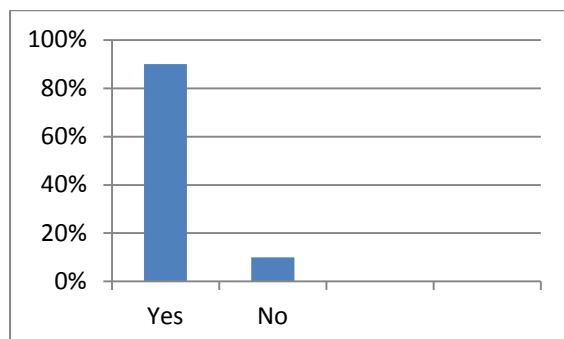


Figure 7

90% of the students admitted they feel more comfortable when the teacher uses Spanish to clarify doubts they might have in relation to the topics while only 10% expressed they did not need Spanish to be clear on the topics

7. Question 7. When I do not understand the explanation in the English class who do I ask for clarification?

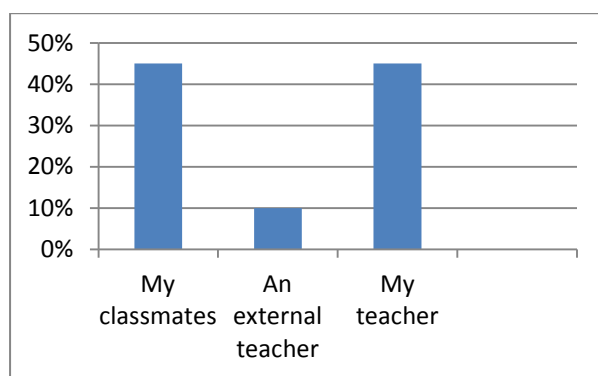


Figure 8

As regards to who do they talk with when they do not understand in the class, 45% of the students said they talk to their classmates to ask for explanations, another 45% answered they talk to the teacher and 10% said they ask an external teacher to explain them.

8. Question. I would like my teacher to include among her activities in the class:

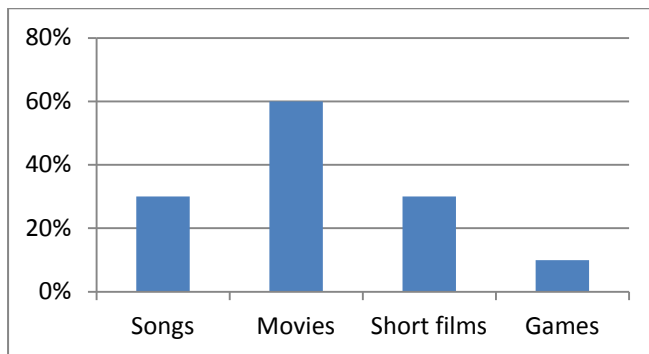


Figure 9

In relation to the methodology, 30% of the students expressed they would like the teacher to bring songs to the classroom, 60% would like to watch movies, 30% would like to watch short films and 10% would like the teacher to play some games in the class.

9. Question 9. I would like my teacher to correct the exercises carried out in the classroom.

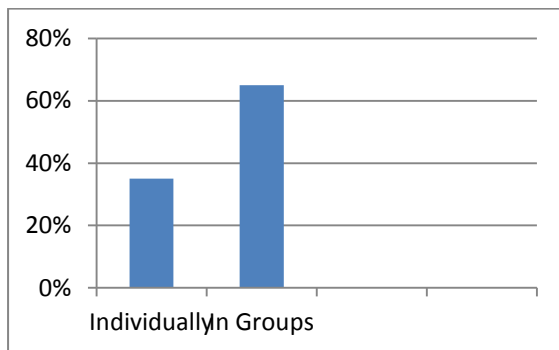


Figure 10

With regard to how they would like their teacher to provide feedback on the tasks, (35%) said they would like to receive it individually while (65%) said they would like the teacher to provide feedback to the whole group at once.

10. Question 10. I consider English as a difficult subject that I dislike and that I only study because it is a requirement at the school

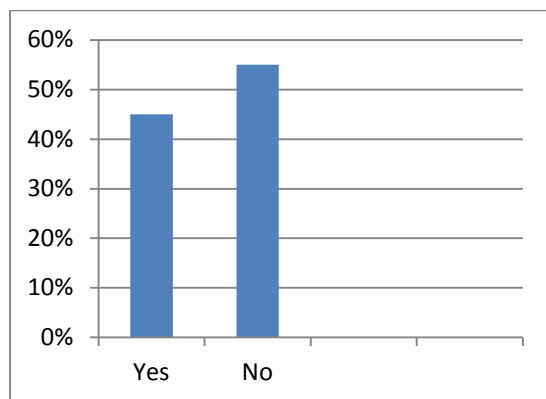


Figure 11

45% of the pupils said they consider English is a difficult subject that they only study because is a school requirement while (55%) expressed they did not agree with that statement what could be understood that English was not that difficult.

11. Question 11. I would learn more English if the classes were more interesting and include more appealing topics

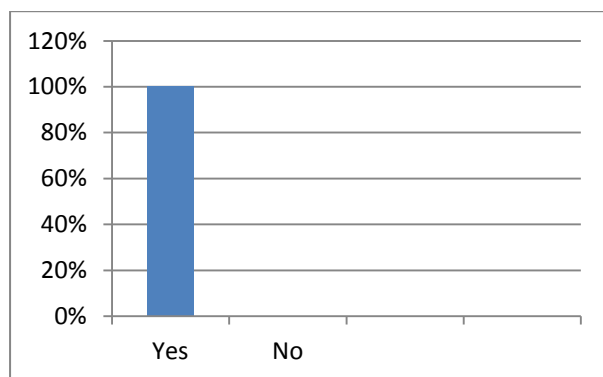


Figure 12

100% of the students said they consider they would learn more English if the classes were more interesting and the topics were more appealing.

12. Question 12. I think that carrying out short research projects helps me to learn more English

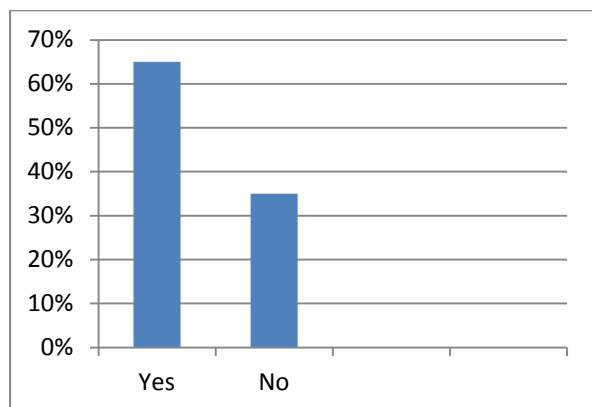


Figure 13

65% of the pupils said they believe research projects help them to learn more. The other 35% answered they do not agree with that idea.

13. Question 13. I think that my class performance is better when I carry out activities

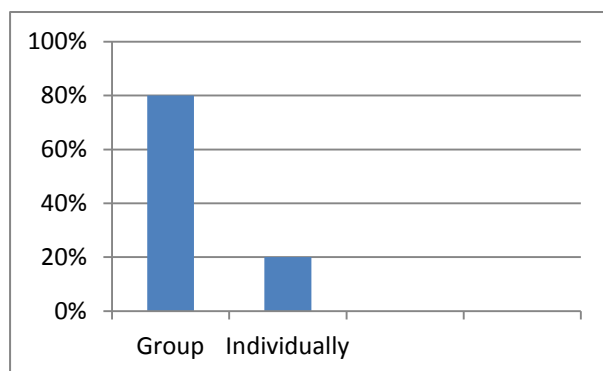


Figure 14

80% of the students said they have a better performance in the class when they work in groups. The other 20% expressed they prefer to work individually.

14. Question 14. How have you felt during this year at the English class?

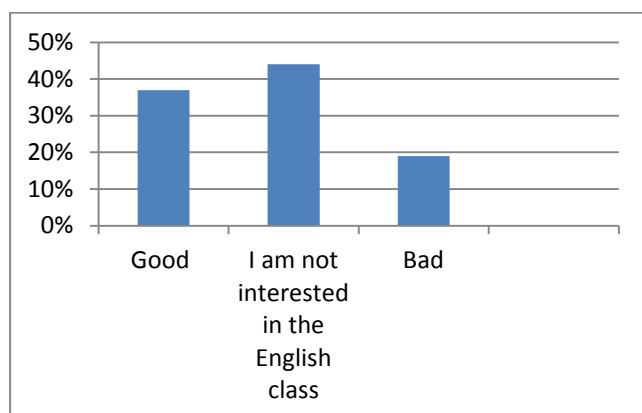


Figure 15

In regard to how students have felt during this year at the English class, it could be noticed that 37% expressed they have felt good, 44% said they were not interested in the English class while for the other 18% it was bad

Among the comments students made are the following: they do not feel satisfied with the teacher they currently have as they consider her classes are not dynamic. They also expressed that they do not feel comfortable with the teacher due to the traditional and boring strategies implemented to teach the lessons. In addition to this, students said they consider the teacher does not explain very well.

6.1.2.2 Conclusions. After the implementation of the survey it was possible to find out some aspects that deserve to be analyzed. They are:

Students' Attitudes

In terms of attitudes it was found that half of the students consider English is easy and interesting; and that they do not feel nervous during the class.

However, 70% of pupils expressed they do not like the teacher they are currently working with. Students said they do not enjoy the activities of the class and they do not consider the teacher very dynamic.

Strategies used by the teacher in the classroom that motivate students towards ELL

Concerning the strategies used by the teacher in the classroom that motivate students towards English language learning (ELL), the majority of the students said they would like the teacher to bring movies and songs sometimes. They also said that if the classes were more entertaining and if the topics presented in the classroom were more interesting, they could learn more. They did not specify why they believe so and what they mean by entertaining or interesting.

Another aspect that could be deduced from the survey was that they consider their performance was better when they worked in groups and that they liked the teacher to correct exercises to the whole class on the board. They think research projects are strategies that help them to learn more English.

They expressed that when they do not understand, they ask their peers or directly the teacher to help them. Besides, pupils said they feel better when the teacher uses Spanish to clarify their doubts as regards to the topics seen.

Influence teachers' methodology has on students' performance

As regards to the influence teachers' methodology has on students' performance, it could be noticed that pupils expressed that they do not feel comfortable with the teacher due to the "traditional" and "boring" strategies implemented to teach the lessons. Besides that, 70% of the students feel confused as they think teacher's explanations are not clear.

Finally, it also seems relevant to mention that 75% of the students have pointed out that at least in this moment, this subject is not among their favorite ones

6.1.3 Students' Interviews. (Appendix 5)

This instrument comprised eight (8) questions. Through its application it is intended to describe attitudes, strategies used by the teacher that motivate students toward English language learning as well as to discover how teacher's methodology influences students' performances. These correspond to the research sub questions 1.1, 1.2 and 1.3. It was applied to 7 students who were interviewed individually. The results were the following:

As reported by students, English is an important subject that is going to be helpful in their future, 28.5% expressed it was going to be relevant at university level, 71.4% stated it was going to be useful in order to get better opportunities at work, 14.2% said that besides considering learning this language imperative, he liked every aspect related to it.

Regarding the way they would like to learn English, 14.2% said he would like to travel to another country in order to learn English 57.1% referred to the methodology their teacher currently implements in the classroom and they all converged at the same point, it was traditional, not dynamic, the teacher always uses the same resources, the book and the blackboard and it makes them feel not motivated towards English language learning, 14.2% expressed that what is taught at school is too simple and this causes his lack of motivation; finally 14.2% said she does not like to study English with this teacher since she does not understand her explanations.

With regard to the things students consider the class should have in order for them to feel more motivated, 28.5% expressed they would like to have a more didactic class so that they could pay more attention, 28.5% said they would like the teacher to bring music, games. Besides this,

two students added they would like the class to be more interactive, 14.2% stated he would like the class to include activities such as movies and videos, 14.2% said that he would like the teacher to explain in Spanish so that he could understand. Finally 14.2% stated that he considers the teacher's methodology is good.

Concerning how they like to be evaluated, among the comments students made were the following: one of them expressed he feels frightened during evaluations so he would like to be evaluated in a way that does not make him feel nervous, other recommendations were group evaluation, oral exam, using games, songs and drama.

In relation to ways in which they could improve their classroom performance, 42.8% students said they need to concentrate more since they do not pay attention to the teacher, the rest of the interviewees expressed comments such as: they need to investigate on their own and practice more at home since they only study English at school. Everybody should bring the materials (books or copies and notebooks) to the classroom. Finally, one of them said perhaps songs could be a good idea since they have dialogs that they could learn in English and in Spanish.

As regards to the strategies used by the teacher that help them to understand in deep the topics seen in class, pupils expressed the following points of view: (14.2% believes that when teacher is in a good mood she explains better, 28.5% consider that the book and dictionary are good learning tools, 14.2% pointed as a good strategy when the teacher uses Spanish to clarify the doubts they have. Besides this, 14.2% mentioned that topics are explained during several class periods. Finally, there was a student who said that despite they have asked the teacher to bring videos and songs, she never brings new things.

On the subject of what is more difficult for them in the English class, 42.8% pupils agreed that understanding the teacher is a hard task when she speaks English; 28.5% expressed they had

a hard time with the pronunciation, they said they feel nervous when they have to pronounce something. Furthermore, students said understanding grammar, memorizing vocabulary and doing written exercises was also difficult for them.

With respect to what is easy for them in the English class, 57.1% students stated it was writing, one of them also said solving exercises from the book, and another one added solving written exercises in groups. 14.2% said nothing has been easy for him and the last one said that there were many easy things for him.

6.1.3.1 Conclusions.

After the implementation of the interview it was possible to find out that although most students consider it would be important to learn English for their future, at present they are not motivated with the class due to different reasons that revolve around the handling of methodological strategies in the classroom.

As regards, teacher' methodology, students recognize that the teacher implements some strategies to improve their understanding and performance such as speaking in Spanish if necessary; however, they also point out that the classes are not "dynamic", or "innovative".

The application of this instrument also revealed that for some students, the teacher should bring activities that make the class more attractive and motivating for them such as songs, videos and games since currently the only resources they work with during the classes are the book, and the board and that is one of the reasons they admitted they did not pay attention.

As regards their attitudes, most of them mentioned the word bored or non dynamic class leading me to believe that they do not engage actively in the class.

6.1.4 Teacher's Interview. (Appendix 6).

This instrument comprised seven (7) questions. Through its application it is intended to find out what strategies are used by the teacher in order to motivate students towards English language learning. This corresponds to the research sub-question 1.2. It was applied to the teacher who is currently working with the target group. The results were the following:

Students' attitudes: The teacher is aware that students are not motivated towards the English class, that their intrinsic motivation is low and that they only work when they know they are going to get a grade. She explains that most of the students who make part of this group show apathy for the activities carried out in class.

Methodology and strategies used: In relation to the strategies she uses to increase or keep motivation, she explains that she asks the students to make oral presentations and role plays. It should be said, that during the time classroom observation took place, these activities were not observed. This information is important as it shows the teacher may not be aware of the decisions she makes in class.

Regarding the reasons for students do not pay attention to the class, she explains that different factors such as psychological, affective or cognitive could be the cause of this. She explains that for some of them school is a place to be as they cannot stay home. Some of them have problems with their parents or do not have enough money to cover their basic needs and they hide sitting in the last chairs, others simply are not interested in learning the class.

With reference to the activities that are more difficult for students she mentions writing compositions is an activity that pupils have a hard time with. Besides, the teacher explains, students get easily tired, when they are working and she repeated that these students only work when they know they are going to get a grade. Finally, she mentions that students do not have troubles when they have to make and present dialogs in front of the group.

6.1.4.1 Conclusions

After the implementation of this interview, it was possible to find out that the teacher is conscious that these students are not motivated towards the English class. She points out that different factors could be the cause for this situation such as psychological, cognitive or affective. She explains that in order to increase students' motivation, rewards such as grades are needed. The teacher pointed out that students generally perform activities conditioned by obtaining a score. Otherwise, students hardly do the work assigned in class.

In terms of motivating activities, she explains role plays and oral presentations contribute to reach this goal and that she attempts to include them in her classes. She explains that especially students have difficulties carrying out written tasks such as making short compositions

After the presentation of the results obtained through the implementation of the different instruments, this paper will continue with the analysis and categorization of the data.

7. Discussion

When the data collection process is completed, the next step is the discussion of the information compiled. In this stage, the data derived from the different instruments applied is organized by categories taking into account its common features. The classification of categories seems relevant since it will allow us to bring about the conclusions of the study.

In relation to the categorization process, it might be relevant to cite Goetz & Le Compte (1988, p.177) who state: "this process requires ethnographers to describe what they see, divide phenomena into units and show how these units are different and similar among them."

Mayz (2007) explains that the categorization process entails carrying out some important actions at important moments which build an analytical and interpretative road that underlies some basic thought processes.

Categories could be previously established or they could emerge from the information obtained. With relation to this, it may be relevant to cite Seliger and Shohamy (1989, p.27) who explain that "sometimes categories emerge from the data themselves rather than a specific analysis being imposed on the data; at other times the researchers approach the data with predetermined categories."

In relation to this study, the categories that will be used here emerged from the data collected through the different instruments.

7.1 Categories

After the analysis of the information compiled the following categories were identified as they clearly relate to the research questions and objectives:

7.1.1 Students' attitudes

7.1.2 Teaching Strategies

7.1.3 Materials

7.1.4 Methodology

The next chart summarizes the categories identified during this study and evidences obtained from the instruments.

Technique	Classroom Observation	Survey	Student's Interview	Teacher's Interview
Category				
Students' attitudes	<p>Lack of self confidence</p> <p>Lost in translation (confusion)</p> <p><i>It might be said that <u>confusion</u> among students and <u>lack of self confidence</u> could be due to the lack of scaffolding. During the classes it was observed that the teacher did not provide enough practice or modeling for students to be able to complete tasks.</i></p> <p>Rejection to the teacher's methodology</p>	<p>Confusion</p> <p>Rejection to the teacher's methodology.</p> <p>Among others, it was found out that pupils do not enjoy the activities carried out in the class. Besides this, it was also found that students do not feel comfortable with the teacher because they consider she is not dynamic. In this moment, they do not like the subject.</p>	<p>Confusion</p> <p>Rejection to the teacher's methodology</p> <p>Students expressed in this moment they do not feel motivated towards ELL since they consider the teacher is too traditional and not dynamic.</p>	<p>Rejection to teacher's methodology</p>
Teaching Strategies	<p><u>Teacher – whole class (lecture)</u></p> <p><u>Use of mother tongue (L1) for instruction.</u></p> <p>A prolonged repetitive use of mother tongue was observed during the three classes were English was used only at the beginning of the class. Explanations and clarifications ended up being in Spanish</p> <p><u>Grammar rules analysis</u></p> <p><u>Cooperative learning:</u> Think/pair/share.</p>	<p>Use of L1</p> <p>Group work activities</p>	<p>Use of L1 for instruction</p> <p>Explains the grammar topic during several class periods</p> <p>Group work</p> <p>Grammar rules analysis (one student said he had a hard time dealing with grammar)</p>	<p>Group work (role plays)</p> <p>Oral presentations</p>
Materials	<p>textbook, notebook, dictionary, board, copies</p>		<p>textbook and board</p>	<p>Use of video bean (to make oral presentation)</p>
Method	<p>Explicit grammar teaching (Grammar exercises) + Translation Exercises (L1 to L2)</p> <p><i>During the first class observed students were exposed to a grammar class about the used to this took place during at least 30 minutes, the rest of the class that was 25 more minutes students were asked to translate sentences from L1 to L2</i></p> <p><i>Write descriptions of images and then present them to the class.</i></p> <p>Developing Reading Skills</p> <p>Reading Activity.</p> <p>Reading sentences aloud</p> <p>Look words up in the dictionary</p> <p>Complete reading comprehension exercises</p>		<p>Explicit grammar teaching + Translation</p> <p>Vocabulary Memorization</p> <p>Written exercises: translation, grammar, complete exercises from the book.</p>	<p>Developing reading skills</p> <p>written compositions</p>

Figure 16. Emerging categories comparative chart

7.1.1 Student's attitudes

This category has to do with the attitudes and/or feelings observed during classroom observation and expressed by the students during the surveys and the interviews. In relation to the role of attitudes in learning, Atsusa (2003, p.184) expressed “at the heart of all learning is a person's belief in his or her ability to accomplish the task.” In line with this, Brown (2007) suggests that in order to succeed in any cognitive or affective activity, some degree of self-esteem, self-confidence, self-efficacy and belief on our own abilities is required to successfully carry out that activity. During the classes observed, it could be noticed that some members of the class showed little willingness to perform assigned activities. Some of them argued that they were not good at English, or that they did not understand what they were expected to do; among other reasons.

Regarding the role of attitudes in learning, Mercer (2011) suggests that students will approach learning activities depending on the opinion that they have about themselves and the learning task or subject. This clearly relates to the ideas mentioned before in which learners did not make enough effort in carrying out the activities assigned by the teacher due to their lack of confidence in their own knowledge.

7.1.1.1 Lack of Self Confidence

As it was previously mentioned, one of the attitudes observed during the data collection stage was students' lack of self-confidence. With relation to this topic, it might be relevant to cite what some researchers have pointed out about the relation between self-confidence and foreign language learning.

Clement and Kruidenier (1985) highlight the important role attitudinal factors, such as self-confidence, play in learning contexts. In this particular context, it was observed how students' lack of self-confidence affected their language learning. Some of them do not concentrate their efforts on performing the activities proposed by the teacher; instead, they made comments or things that had nothing to do with the class because they feel that cannot complete the tasks successfully and do not pay attention. These attitudes were especially observed in the students who were sitting in the last rows of the classroom. This seating arrangement detected during the classroom observation as well as the use of Spanish as a mean to communicate with the teacher, contributes to the perception that they do not want to take active part in the class.

Clement (1986), cited by Mac Intyre et al. (1998), explains that L2 self-confidence has two main components: Language use anxiety and perceived L2 competence. The first component is related to the displeasure encountered in using the language. The second component refers to the perceptions someone has about his/her ability to use the target language. In line with this, it could be said that if students consider their knowledge of the target language is high, they will be willing to participate actively in classroom activities. On the other hand, when students believe their competence is low, they will not be willing to take part of the tasks assigned as it is evidenced in this context. This was the case in the classroom, it was observed that students were continuously complaining about the tasks presented by the teacher, they claimed that they were not able to complete them as they were not good at English, besides, efforts from the students to use foreign language in order to communicate their needs and wants during the class were not seen.

Oxford and Shearin (1994) cited by Arnold (2005, p.17) explain that "learners must believe they have some control over the outcomes of the learning process, and they must feel 'a

sense of effectiveness within themselves', if they are to make the effort necessary to learn the new language. Teachers can encourage self-efficacy by providing meaningful tasks at which students can succeed and over which students can have a feeling of control... (And) by giving students a degree of choice in classroom activities." As regards to this, It was observed during the classes that the tasks there presented were not meaningful or appealing for students as there was no connection between activities assigned and students' real life, needs or interests; furthermore, the vast majority of these activities were focused on the explanation of grammar rules.

7.1.1.2 "Lost in Translation"

Another attitude identified during the classroom observation process was confusion or a sense of being lost in the class as students expressed they did not know what to do or how to carry out the tasks assigned. This could be the result of lack of scaffolding from the teacher or lack of attention.

Maybin, Mercer and Stierer (1992, p.188) describe scaffolding as "a help which will enable a learner to accomplish a task which they would not have been quite able to manage on their own, and it is help which is intended to bring the learner close to a state of competence which will enable them eventually to complete such a task on their own". Mercer (1994) highlights that for learning to be successful, teaching and learning activities should be ahead of pupils' competence to complete by themselves, but within their competence to complete when scaffolding is supplied. Ellis and Larkin (1998), as cited in Larkin (2002), point out that teacher should model tasks especially if they are new or difficult. Once teachers have modeled these tasks, the next steps are carrying out the task with the group, then students should work in groups and after this process, students will be ready to work individually. However, it was observed in

this case that teacher did not follow any of these steps. She only asked students to work in groups to solve the exercises without providing any kind of modeling activities first; instead, she resorted to Spanish to provide brief explanations of the tasks. This type of teacher behavior contributes to students' feeling of confusion.

It was concluded that instead of providing students clear instructions regarding the task assigned and giving pupils at least an example of the exercise had to do, the teacher took the easiest way that was using Spanish to clarify students' doubts.

In relation to this, Mariani, (1997), in his teaching/learning framework,) mentions that insufficient scaffolding might cause students to feel overwhelmed by the difficulty of the assignments. In contrast, when the assignments are not challenging enough, students could get lost. In the case of this context, it could be observed that students get easily lost not only because according them the exercise goes beyond their abilities but also due to the poor quality of the instructions given by the teacher (there were no instructions at all).

7.1.1.3 Rejection to the teachers' methodology

The last finding in terms of attitudes was that students show rejection to carry out the activities assigned during the class. This was expressed by both the students and the teacher.

Besides this, it was found at the surveys that students expressed they do not like the way the teacher carries out the class. This information was also seen at the interviews where pupils said they were not interested in the tasks the teacher presents during the class as they consider these are not innovative or appealing and the classes are not dynamic and/ or challenging.

In general, students do not feel satisfied with the English class, most specifically with the tasks carried out during the class as they consider these activities do not motivate them to learn English.

With relation to the role of tasks in learning and the attitudes that could arise as a result of their implementation in the classroom, it seems relevant to introduce Brundage and Mackeracher (1980), cited by Arnold (2005), who explain that learning is more effective when learners feel it is personally relevant and when the information is presented through different sensory modes. In this case, it could be found out that the activities presented were repetitive and not meaningful as they had a heavy grammar translation focus. In this sense and as Good (1983), cited by Ames (1992), explains that tasks selection and planning are fundamental in classroom design and that learners' opinions of tasks presented impact the way they engage in learning.

The selection of appropriate learning activities has an important effect on students learning and attitudes. Ames (1992) claims tasks that ease student's mastery should be innovative, diverse, interesting, and challenging. This claim is supported by Marshall & Weinstein, 1984, Nicolls 1989, Rosenholtz & Simpson 1981, as cited by Ames (1992), when they explain that activities that engage different types of things, are more probable to promote interest towards learning. In these cases, activities were repeated class after class and lacked the element of surprise. In general, she asked students to always translate sentences from Spanish into English.

Taking into account the statements previously presented, it could be said that tasks are important tools that could facilitate foreign language learning and the work in the classrooms as they could engage students in their learning process. In order to make sure tasks provide learners real opportunities to develop and expand their knowledge: Task should include some important characteristics to ensure students might feel motivated towards lessons and thus participate actively making the most of them ; for this reason, teachers should plan and design them carefully. For this case, this was not true as the activities presented during the classes were not

innovative, appealing or meaningful. For this reason, the chances to enhance students' interest towards the English class are scarce.

7.1.2 Teaching Strategies

This category has to do with the actions that the teacher contrives in order to present lessons. Teaching strategies seem to be considered important tools used to enhance learning since they could motivate pupils and improve their attention. Regarding this, Mortimore and Sammond (1987) explain classroom instruction has more significance on the learning process than any other aspect.

In relation to the previously presented ideas, Chambers (1998), states that teaching strategies influence pupils' attitudes towards learning thus, motivating students is teachers' duty. Consequently, what they do is essential in order to motivate language learners. In line with this, Brophy (2010), also report that teaching strategies and procedures are essential in order to motivate students towards foreign language learning. It could be observed that in this context, students were not motivated towards English language learning as they argued that the class was not appealing to them and that they were not interested in learning English following those teaching strategies.

In respect to motivational strategies, Guilloteaux and Dörnyei (2008, p.56) explain they are "instructional interventions applied by the teacher to elicit and stimulate students 'motivation'" Moreover, Dörnyei, (2001, p.28) claims that "they are techniques that promote the individual's goal-related behavior". In this case, the strategies implemented by the teacher were not helpful to create in students an interest in subject.

As it was previously mentioned, teaching strategies are central in order for teachers to promote pupils' motivation towards foreign language learning. For this reason, they should be creative and innovative so that learners could feel willing to use the target language.

7.1.2.1 Interaction Patterns

Before making a presentation of the teaching strategies observed, it seems relevant to talk about the classroom interaction patterns identified throughout the data collection stage. In relation to the role of interaction in the classroom, it might be relevant to cite Brown (2007, p.212) who states that “in the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. Interaction then is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other.”

For this specific context a clear pattern of Teacher –Whole Class (lecture) was predominant in the classes observed with a strong teacher centered approach where the teacher assumed an active role giving instructions and providing answers while students assumed a passive role where they just listened to instructions and acted in response to teacher's requests. In this case, a real interaction did not take place in the classroom as it could be observed that most of the times information flowed from one single source, that source was the teacher.

Regarding the teacher centered approach, Huba and Freed (2000) claim it is an approach whose main goal is gaining knowledge. In this approach, the teacher transmits knowledge and evaluates learning. Students are seen as passive receivers. This exactly describes the events of the class observed.

Similarly, Hancock, Bray & Nason (2003) explain that in teacher centered instruction the teacher is the only person who guides and put rules in the classroom; chooses the methodology that will be followed, makes explanations, set tasks, decides how long tasks will take, when students could participate, provides feedback and correct answer when necessary, make decisions on what is right or wrong and when the class finish or ends. In this case, it could be observed that students played a passive role in the classroom, where they were supposed to sit down quietly in order to listen to the teacher all the time, and there were few opportunities to participate. This routine generated boredom and lack of interest on the side of students and made learning difficult.

The previously presented ideas are supported by Duckworth (2009) who points out that teacher centered approach impedes student's learning progress. In this approach, pupils are simple receptacles of teacher's knowledge. Students have no choice over their own learning process as teachers have control over all aspects around it such as curriculum, methodology and assessment; among others. This is the case of this context, where after many years of instruction, students cannot communicate in the language studied.

7.1.2.2 Use of L1

Another teaching strategies observed during the data collection process was the use of the mother tongue (L1) for instruction. A prolonged and repetitive use of the L1 was observed during the three classes. The teacher only used English at the beginning of the class to explain some activities; however, as soon as she realized students had problems to understand, she did not continue speaking in English. As a result, the time of exposition to the foreign language (L2) was limited. According to Atkinson (1987), teachers could use L1 a limited number of times trying to avoid over use as this will make learners believe that they are not able to understand the input

of the foreign language unless it is translated into their native language. In line with this, Turnbull (2001) explains that it might be acceptable for teachers to make a quick switch to L1 in order to make sure students understand new content; without forgetting the importance of exposing students to L2 as much as possible, especially in contexts where pupils spend short periods of contact with the target language. In this case, a tendency to over use the L1 during the classes was observed. This could be evidenced at any moment of the class, not only in order to give further explanations about the topics seen but also with other purposes.

In relation to the use of mother tongue (L1) for instruction, Krashen (1985) argues teacher should try to avoid using L1 in the classroom in order to increase the exposure of the target language. He explains that as much as possible lessons should be taught using L2 as classes seemed to be the only opportunity students have to be exposed to the language at school. Similarly, Sharma (2006,p.80), points out that “the most students are exposed to English, the more quickly they will learn, as they hear and use English they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.”

Ellis (2005) supports the previously mentioned ideas; she explains that the more L2 exposure students receive, the faster the students learn. As observed this was not the case in this context where mother tongue was used even to give simple instructions that could easily be understood provided teacher implemented suitable aids or strategies.

7.1.2.3Focus on grammar

Another strategy observed was that the teacher devoted an important amount of time to present students grammatical rules. Keeping in mind this, it could be said that one of the main focus of the class was on form and structure of the language.

In relation to grammar teaching in second language instruction, Larsen-Freeman (2003) explains that grammar refers to the use of rules and rules are helpful to enhance learners

understanding of how language works. Furthermore, Larsen-Freeman (2003) claims that that form and use must be integrated in order for pupils to be able to communicate inside and outside the classroom using properly what they have learnt in formal instruction. From this, it could be inferred that grammar rules should be presented in a meaningful way that helps learners to understand how language could be used in real life situations rather than isolated. However, in this context, it could be found out that the teacher mainly made emphasis on the forms of the language, on the analysis of grammar rules in order to write affirmative, negative or interrogative sentences. Attempts to show students how language could be used in real life situations were not evidenced during any of the classes observed

In relation to how grammar could be presented in the classroom Newby (1998) explains that there are two different approaches, they are deductive and inductive. In the deductive approach, rules are presented and then applied through the use of examples. In relation to this, Einstein (1987) says that with this approach, pupils have the control during practice and that they have less fear of making mistakes related to how the target language is functioning.

In the inductive approach, also called, rule discovery learning, pupils learn grammatical rules from examples. Regarding this approach, Einstein (1987) states that pupils take part of their own learning process more actively.

7.1.2.4 Cooperative Learning

The last strategy observed was cooperative learning. Some attempts to follow this teaching strategy could be observed during two of three classes. Students were organized working in groups of four to solve exercises during the English class. Furthermore, during the teacher also pointed out that she implements cooperative learning activities as a mean to motivate students.

However, it seems worth to mention that during the classes observed these strategies were not implemented, instead, the teacher asked the students to work in groups but in order to solve written tasks.

Besides this, 65% of the students also answered during the survey that they prefer to receive feedback and complete tasks in groups.

In relation to the previously mentioned ideas, it seems relevant to say that cooperative learning could be a good option in order to enhance students learning process since through cooperative work pupils could be able to improve their understanding of activities and topics.

Concerning the above mentioned teaching technique, it might be relevant to cite Arts & Newman (1990) who explain cooperative learning is a small group of pupils who gather in order to work to reach a common goal. Likewise, Slavin (1990) points out that in cooperative learning, learners should help each other, express their ideas, and evaluate peers prior knowledge. In line with this, Oxford (1997) claims that teachers should keep in mind that as knowledge is socially built, promoting group work activities in the classroom is needed due to the increase motivation, self-esteem in students and lower anxiety and prejudice.

However, this was not the case in the target group observed as despite students were organized in groups, it could be found out that there was no interaction among pupils at least related to the tasks assigned, there was not mutual help to carry all group members to build knowledge. This could be evidenced during the classroom observation were although all members of the group had a common goal, only a few students of each group (1 or 2 of 4 pupils) took responsibility in performing the tasks assigned. There rest of them was engaged to discuss about different topics.

In relation to the advantages of cooperative learning and why it needs to be used in class, Dooly (2008, p.24) stated that “students working in small groups tend to learn more of what is

being taught. Moreover, they retain the information longer and also appear more satisfied with their classes". However, this did not occur in the target group at least during the classes observed due to the reasons previously presented which are the lack of interest of a good number of students in carrying out the activities assigned; as a result, the students who learned about the new threads were always the same ones.

According to Cohen (1994), another advantage of cooperative learning, is that teacher can put together high and low achieving students facilitating the support among peers. Consequently students will probably feel more comfortable and confident to carry out classroom assignments. This aspect was found at the surveys where an important number of students (40% of the class) expressed they asked their peers when they had any question regarding the exercises of class issues. However, it should also be noted that group work was misinterpreted by some students because as stated above, during classroom observations it became evident that low achieving students were relaxed and did not participate or interact during the activities as they let high achieving students the whole work. This is considered as one of the pitfalls of cooperative learning, it is called a free rider. Slavin(1990) describes the free rider effect as the low quality of work caused in groups due to one or two members do not cooperate to the group. The free rider benefits from other's effort and evades his/her work.

Implementing cooperative learning techniques could be a good choice in the English class as working in teams could facilitate less capable students to increase not only their level of understanding but also their classroom performance. However, it seems also important to take into account that in order to achieve this goal, teachers should take an active role, guiding and monitoring students to make sure all group members participate actively in the tasks assigned.

7.1.3 Materials

This category has to do with the didactic aids used by the teacher during the development of the class and it could be classified as a strategy. It could be noticed through the classroom observation and also through the student's interviews that the only materials the teacher used to teach the subject are the textbook, students' notebooks, some copies, the board and the marker.

The textbook used has a variety of tasks for students to practice and understand topics. However, the survey showed that all the students consider the topics presented were not appealing or interesting for them. Besides this, some students said during the interview, they wanted the teacher to bring different activities to the classroom sometimes.

It is worth noting that the book was above the cognitive level of the vast majority of the target group. Some of them said during the interviews that they had a hard time dealing with grammar. Besides this, the readings there presented did not meet students' interests.

In relation to the role of textbooks in the English class, it is relevant to cite Hutchinson & Torres (1994) who point out that the risk of implementing readymade course books is that they could appear to release teacher from the responsibility of making decisions on what and how students need to learn, letting book producers decide what could be suitable for each context. However, that is seldom the case. This was evident during the observation where the teacher was limited to teach students the content of the book rather than taking into account students' real needs and interests who complained of having difficulties with grammar, vocabulary lack of knowledge, not understanding and not being able to complete the exercises assigned. This could happen as they probably were above their cognitive level

Ur (1996) also talks about the role of textbooks at the English as a foreign language (EFL) class and she mentions the following advantages and disadvantages of using textbooks.

<i>ADVANTAGES</i>	<i>DISADVANTAGES</i>
<ul style="list-style-type: none"> • <i>The sense of structure and progress</i> • <i>Use of syllabus</i> • <i>Guidance help for teachers</i> • <i>Gives learners some degree of autonomy</i> 	<ul style="list-style-type: none"> • <i>Homogeneity and inadequacy for individuals needs and objectives</i> • <i>Irrelevance and lack of interest in many occasions</i> • <i>Its homogeneity and its over-easiness</i>

In this case, it could be observed that more than a guide to the teacher, the book was a chart indicating the path to follow without stopping to look what students really wanted or needed.

Concerning the use of supplementary materials in the EFL classroom, it might be relevant to cite Hammer (2009, p.16) who claims that “in any classroom we have a mixture of different individuals with different learning styles and preferences. This means offering a wide variety of different activity types in our lessons in order to cater for individual differences and needs...all students respond to various stimuli (such as pictures, sounds, music, movement, etc.), but for most of them some things stimulate them into learning more than other things do.” In other words, what this means is that as teachers we should try to find different kinds of materials in order to help our students achieving classroom goals. In this case, it was observed that despite the teacher brought additional materials to the classroom they were related to the same kinds of activities students usually do in class which were completing written tasks, or translating sentences. Students pointed out during the interviews that they would like the teacher to bring different activities and materials to the classroom.

It could be observed that students expressed they would like to the teacher to bring different materials in order for them to feel motivated to play an active role in the class and in this way learn the subject.

7.1.4 Methods

This category refers to the principles, pedagogy and strategies adopted by the teacher for classroom instruction. In relation to this, it might be relevant to introduce Anthony (1963) cited by Richards & Rodgers (1986) who presented the term, method.

Regarding method, Anthony (1963,p.19) explains “A method is “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”.

As regards to the methodology implemented, the data collected through classroom observation, students' interview and teachers' interview evidences that the teacher used the same methodology in every class: the grammar translation approach (GTM).

Richards (2006) explains that memorization of dialogs, questions and answer practice, substitution drills and various forms of guided speaking and writing practice were among the techniques traditionally used in the GTM class. In relation to the interaction in the approach, Harmer (2007) explains that this is a one way interaction method where most of the activities carried out come from the teacher. This means that the teacher is the only person who provides information and makes demonstrations in the classroom. This supports the point discussed in the teaching strategies section about the role of the teacher in the class.

Similarly, it was also found during the teacher's interview that the English classes has grammar translation emphasis as most of the activities the teacher mentioned are among the techniques traditionally used in this approach.

According to Brown (2007) this methodology is still popular as it demands few specialized skills on part of teachers. This matches with the situation observed in the classroom where the teacher who is currently working with the target group has little experience teaching English as most of the time, she has taught Spanish. Besides this, her post graduated studies are not related to the educational field.

Through the selection of suitable methodology teachers could make students feel comfortable and pleased in the classroom. This would make lesson's goals rapidly achievable as students could probably engage more enthusiastically in their tasks. Concerning this, Moss & Ross-Feldman (2003) point out that those dynamic learning environments unlike those traditionally teacher-centered, help students to actively engage in their learning process.

Keeping in mind the previously presented statements, it might be relevant to express that implementing the Grammar Translation Method in the classroom may probably be quite ineffective as this might cause students to feel bored leading them to lose their interest towards the subject.

8. Conclusion and recommendations

After the analysis of the data collected during this study, at Institución Educativa Santa Bernardita in Barranquilla, about the relationship between the teacher's methodology and the tenth grade students' English language learning process, it appears pertinent to make the presentation of the main aspects that emerged from this research. First of all, it seems relevant to explain that students' attitudes towards the English class as well as their low results in this subject were the reasons that triggered this investigation.

Before the presentation of the conclusions, it seems important to mention the theories that guided me during this study. *Motivation towards learning* is considered as a determinant factor in order to facilitate students' success in this process. As regards to this, Gardner (1985, p.10) explains "L2 motivation is the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Besides this, students' *attitudes* is another factor that influences foreign language learning. With regard to this, Gardner (1985) states that attitudes are key determinant to inspire students to learn a foreign language. Finally, *teacher's methodology*, that refers to choices made as regards to what should be taught in the classroom and it how should it be done. (Anthony, 1963 cited in Richards & Rodgers, 1986)

Now, I will present the conclusions by answering the questions posed. in relation to the first research sub question, which refers to the attitudes students have towards the English class, it was possible to find during the data collection process that pupils show negative attitudes towards the English class such as: a sense of being lost in the class, rejection to teachers' methodology. Besides, it could be observed that students do not trust their own abilities to develop activities in classes (lack of self-confidence). These attitudes are the result of factors

such as, the selection of tasks, unattractive, repetitive and meaningless activities, which in some cases are above learners' knowledge of the language, and there is not enough scaffolding from the teacher. This does not allow students be clear about what they have to do.

With regard to the second research sub-question posed which refers to the strategies used by the teacher in the classroom that motivate students towards English language learning, it was possible to find out that the teacher implements different teaching strategies; however, some of them do not favor students' motivation and interests. In most of them, the teacher plays a central role exercising full control over the class as she is the person who decides what should be taught, and how it should be done as well as what materials should be used. She makes questions, provides answers; as a result, students have no chances to express what they expect from the class, their role is passive and most of the times they are expected to sit in order to listen what the teacher says, there is no spontaneous interaction among them. "real interaction in the classroom requires the teacher to step out the limelight to cede a full role to the student developing and carrying through activities, to accept all kinds of opinions and be tolerant of error the students make while attempting to communicate" River (1987, p.9).

Another important finding in terms of teaching strategies that motivate students towards English language learning in this study is that students feel comfortable when the teacher implements cooperative learning activities; however, it will important for the teacher to monitor these activities more closely as the concept of cooperative learning is being misunderstood by some students who get good grades without any effort, without even making part of the group work.

With reference to the third sub-question posed which refers to the way teacher's methodology influences students' performance in the English class; it could be concluded that the teacher mainly makes emphasis on the study of grammar rules. This type of methodology does

not favor the development of student's oral fluency as it is mainly focused on learning language structures. In relation to this, Littlewood (1992, p.106) points out "the ultimate interest of education is not whether answers are correct, but whether attempts are made to stimulate a useful learning process for finding answers". In other words, teachers should do more to get students to develop their oral abilities rather than the merely production of accurate sentences. Moreover, this kind of methodology results in students' low expectations towards the subject. This choice could be due to teacher's knowledge of the English language and English language teaching methodologies are basic as she has performed during most of her career working as a Spanish teacher. This situation clearly affects students' performance and engagement.

After the presentation of the findings, it is possible to say that there is a relation between teacher's methodology and tenth grade students' language learning process which is the central question of this study. In this case, the methodology implemented by the teacher, does not contribute to effectively develop students' language learning process.

This is the result of following lesson planning procedures in which students' interests and needs are not the starting points. Among the aspects observed, it could be evidenced that the tasks selected did not contribute greatly to language development as students were mostly required to complete written exercises day after day. Another relevant aspect is the focus on grammar which far from keeping students motivated causes boredom and frustration as for some of them grammar could be quite difficult especially in the way it is presented in this class.

Taking as a starting point the findings throughout this research study as wells as theoretical support, it seems relevant to make some recommendations that could be helpful to improve significantly the way English language is taught in the tenth grade at Institución Educativa Distrital Santa Bernardita. The recommendations are the following:

- ✓ Lesson planning. The first one is that the teacher should try to revise and reflect constantly her lesson planning procedures in order to verify if through the activities presented, she is really helping the students to achieve the goals set in each class. Some aspects to bear in mind while planning lessons should be students' level of cognitive development as well as their interests. In this way, learners' motivation towards the subject could be increased.
- ✓ Modelling. Provide enough modeling to aid students understand what they are expected to do. In this way they will be clearer and more confident to carry out the activities.
- ✓ Selection of teaching strategies. The teacher should be aware of the teaching strategies implemented in class to verify if they are really promoting students' language learning process. Besides, the teacher should also make sure they are not above students' language level.
- ✓ Increase the use of L2 in the classroom which will allow students strive to understand the input provided. Instead of using L1, to clarify or extend explanations, the teacher could paraphrase using simple and familiar language or even gestures of mimics to aid students' comprehension.
- ✓ Implement meaningful activities to promote real communication. Instead of simply providing written exercises which students do not enjoy, it might be a good idea to bring to the classroom activities which really contribute to the development of student's interaction skills using L2.
- ✓ Monitoring. The teacher should monitor constantly group work in order to make sure all members equally strive to achieve a common goal which should not only be getting a good grade but also gaining a broad understanding of the topics seen.

- ✓ Teachers play an important role in the learning process as they facilitate learning; however, they are not supposed to be the center of it. There should be space for students to participate over the decisions carried out in the classroom as regards to tasks selection, and materials to use. There should be a balance among the things students need and want and what the teacher consider important for them.
- ✓ A final recommendation would be implementing language teaching methods more updated were emphasis is made not only in grammar, but also in the use of the language in real contexts, and which require a more active participation by the student.

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APPENDIXES

APPENDIX 1**CLASS OBSERVATION 1**

Agosto 14, 2013

Institución Educativa Distrital Santa Bernardita

Grado: 10° 3

Hora: 7:00 a.m.

Observadora: Ketty Polo B.

P	1	Good Morning Everybody, How are you today?	
As	2	Fine	
P	3	Fine? Well, I like to hear that	
P	4	Ok everybody, I need we to remember what was the last topic we worked with?	
P	5	You were doing an activity with that o.k? Explain me remember	
P	6	Ok Juliana, remember what topic we were working last class	
A	7	Used to	
P	8	O.k I need to remember the rules. Remember when do we use the use to ok?	
P	9	Ok open your book on page 37	
P	10	On page 37 used to	
P	11	and I need remember the rules, when do we need to use used to in English grammar	
P	12	Do you remember these rules? yes, ?Jean Paul, your book?	
P	13	Open your book Jean Paul?	
A	14	Jean Paul your book?(using a tone of joke)	
P	15	I forget my rules. That's ok. When do you use used to in grammar?	
P	16	In Spanish you might explain in Spanish	
A4	17	para afirmar algo	
P	18	para afirmar algo aja	
A	19	Quiere decir solia	
P	20	Justo, other rules, other aspects about used to	
P	21	Don't remember, no? Juliana? Don't remember other	

		aspects about this topic? Juliana?	
P	22	ok, when you use this topic, the actions are in the past	
A	23	Seño para comparar una acción	
P	24	Ok when you need compare an action ehh in the past with the present. You need compare an action in the past with ...	
P	25	Other aspects? Jean Paul	
A	26	eh...(Jean Paul rubs the chest and says nothing)	
P	27	Raul, you don't remember? No?	
A	28	(Raul laughs and says nothing)	
P	29	Any other aspect?	
A	30	Sirve para comparar	
P	31	That's ok sirve para comparar acciones pasadas con el presente. This is an important aspect	
P	32	Other aspect about this topic? Emphatize past action ok	
P	33	When this action is practiced several times ok. This is important because for example you need to say "yo solia corer todos los dias" but this activity is practiced several time o.k. Emphasize that past actions were done for several times	
P	34	Other aspects? Other key. I need to make a title for how does it work. You need to put this title, to write this title? Any question about that?	
		(students are silently, they do not make any question)	
P	35	If you need to express something about the past you use this. I consider this is the most important rule about this	
P	36	You use used to when you need to compare actions in the past with actions in the present so in Spanish is Solia.	
P	37	For example : Yo solía eh...trotar eh... todos los días. This action is in the past, these actions were done for long time.	
P	38	Do you understand? Justo, any question about that? Any question? Any question? Juliana, is clear?	

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

A	39	yes, teacher	
P	40	: Sure? It's clear? Is clear? That's ok work in pairs. Make a group. I need you make a group in pairs quickly.	
P	41	You copy this? Cause I need to erase	
A	42	Profesora, cuando nos va a entregar las hojitas?	
P	43	El viernes	
P	44	(the teacher goes to the board) I can erase?	
A	45	no teacher, no todavía no	
P	46	Is this clear? Is this clear? No? Jean Paul? No?	
		(Jean Paul smiles but he does not say anything)	
P	47	Porque no Jean Paul?	
P	48	I give you some examples. Jean Paul about this topic	
A	49	Teacher espere	
P	50	Bueno pero rapidito	
A	51	Un ejemplo seño?	
A	52	Seño es del libro?	
A	53	Seño que dice ahí?	
P	54	(pointing at the board the teacher says) How does it work in English Grammar .Puedo borrar ahi?	
P	55	Ok vámonos a los ejemplos. Example. Los ejemplos siempre nos aclaran un poquito el panorama	
P	56	Hagan este ejemplo. Yo solía caminar por muchas horas. Es un ejemplo. Como lo escribes en ingles	
A	59	Used to	
P	60	Quien se atreve?	
A	61	(A student goes to the board to solve the exercise and asked the teacher) Como se dice caminar?	
P	62	caminar walk	
P	63	(as the student writes, the teacher says)for long	
A	64	(suggests)no se puede much	
P	65	Much? Ok much	
P	66	do you agree with much hours?(asks the class members)	
As	67	yes	

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

P	68	I prefer long hours. I prefer but if you like to use much that's ok	
A	69	Teacher y cuál es la diferencia?	
P	70	It isn't clear for me	
A	71	Y que es long?	
P	72	Siguiente ejemplo (dictates) mis padres solían usar jean y chaqueta. Alguien más? Jean Paul? No Jean Paul? What happens to you today?	
A	73	Nada	
P	74	what happens Jean Paul? Nothing? Nothing special?	
A	75	(student does not say anything)	
A	76	Seño es mi padre o mis padres?	
P	77	Why are you bored today? Ahh?	
A	78	Seño es que no tengo ganas de estudiar hoy	
P	79	ok Open your book. Is this your notebook	
A	80	seño se me quedo	
P	81	No lo trajiste? Por que no lo trajiste(the teacher continues with the exercise)	
P	82	Mis padres solían usar jean y chaqueta?	
P	83	(points at a student who was raising his hand and asks) You? Go-ahead	
A	84	(The student goes to the board) no es used a jacket?	
P	85	That's ok	
P	86	Mi papito, mi padre, mi papá	
A	87	Daddy	
A	88	Seño yo no sé si lo vaya a hacer bien	
P	89	Don't worry, do your best	
		(the student goes to the board and solves the exercise)	
P	90	Bien, bueno otra, mi abuela solía cocinar para mi	
A	91	Como se dice galleta	
A	92	Cookie	
A	93	Seño permiso	
A	94	Ati ponte el zapato	
A	95	ErdaNicolle	

P	96	Silent Please, I need you to pay attention. Bueno quien viene a hora?	
A	96	Seño que vaya Jean Paul	
P	97	Oh oh, someone else, Justo	
P	98	Ven y te ayudo Justo	
		(the boy shows the teacher a notebook then the teacher makes some corrections and then he goes to the board) escribe la respuesta en el tablero	
P	99	Next, I used to listen vallenato, I hate vallenato. My dad used to listen vallenato when he was 16.	
P	100	Tu quieres?	
A	101	Salsa	
P	102	Ahora voy a pasar al azar, no Justo, ni Jean Paul, ni Milena porque ya paso, más o menos por aquí atrasito	
A	103	Ahí seño	
P	104	Aja	
P	105	Ready Raul?	
A	106	Natalia	
A	107	Ajo Torres está progresando	
A	108	Ya hice tres	
		(una estudiante alza la mano	
P	109	Nicole, que vas a decir?	
A	110	Mi abuela cocina para mi (la estudiante pasa al tablero)	
P	111	Bueno coloca she para que no coloques my grandmother (observing what the student wrote). Eh... there is a little mistake. Cuáles el error?	
A	112	Que significa la última palabra?	
P	113	No hay error? Vamos a ver quien descubre	
A	114	La S? como esta en tercera persona	
P	115	Solamente porque esta en 3era persona?	
A	116	(Interrupts, tells a friend who has a camera) fotógrafo? Ya se acabo la hora	
P	117	Les hago el quiz? Esto esta clarito ya verdad?	
A	118	El día del quiz todo el mundo pierde	
A	119	Pero profe deje ejercicio	
P	120	(points at the board) esto que está aquí es afirmativa, negativa?	
A	121	Afirmativa?	
P	122	Solo hemos trabajado la afirmación	
P	123	Bueno vamos a trabajar con la negación, como creen ustedes que la formaríamos?	
A	124	Didn't?	
P	125	Aja, yo no...	
A	126	Use	

P	127	Ok, I didn't use to...(escribe en el tablero) será que voy bien así?	
		(students do not say anything)	
A	128	Seño me da permiso de ir al baño?	
P	129	Ya les cayó la baño manía	
A	130	Seño yo paso	
A	131	Angie ven acá	
A	132	Jean por que estas tan pesado hoy? En serio	
A	133	(she puts some make up on her face) Seño pone nota?	
A	134	Seño pero ponga un trabajo	
A	135	Seño usted coge nota de esto?	
P	136	(The teacher finishes writing the answer on the board) Bueno listo, ya tenemos la forma negativa, y si yo necesito preguntar?	
A	137	Seño se pondría el use to de primero?	
A	138	Profesora no se coloca al final?	
A	139	Yo pienso que no	
P	140	Juliana tu qué dices	
P	141	Tú dices que no?	
A	142	A mí me parece que no	
A	143	El did es pasado no negación	
P	144	Bueno hagamos una cosa, con tu pareja vas a conversar, con tu pareja vas a discutir pero eso es de dos minutos nada más	
P	145	Bueno si yo quiero preguntar tú solías caminar muchas horas en la mañana por ejemplo como preguntaría? Entonces conversen pues	
A	146	Seño venga acá como así?	
P	147	Si tu vas a preguntar una oración en pasada es igual que en español, discute con tu pareja a ver	
A	148	Seño ya	
P	149	Ya tienes idea?	
A	150	Si yo creo que si	
A	151	Menos mal que eso queda guardado en la cámara	
A	152	A pué cule stress	
A	153	Seño ya yo sé como es, se pone esto de primero(pointing her notebook)	
A	154	No, (jiji laughing at his peer)	
P	155	Ya alguien me quiere dar su concepto si?	
A	156	El did después de use to	
P	157	Bueno el que opina que si, voy a preguntar el uso del did después del use to terminamos con d o no?	
A	158	no	
P	159	Ah bueno ya tenemos el did verdad? Ya lo descubrieron muy bien háganme las oraciones que	

		están aquí en forma interrogativa	
A	160	Seño pa la próxima?	
A	161	Seño ya estamos cansados	
A	162	(a student raises his hand)	
P	163	Tu quieres Jean?	
A	164	(another girl raises her hand)	
P	165	Bueno después vienes tu	
A	166	(the boy goes to the board and writes the sentence)	
P	167	Bien jean!	
A	168	Hey Edward dime, dime y yo paso y después vienes tu	
A	169	Hey no no seas intenso	
A	170	Seño yo paso	
P	171	A ver tu Yerlis	
A	172	Eso no es tan fácil	
P	173	Es que siempre son los mismitos. A ver alla atrás? Juan tu vas a pasar ahora	
P	174	Tatiana esta planillada para pasar	
A	175	Profe espere	
A	176	Y eso que no la pillaron con la peinillita	
A	177	(Tatiana goes to the front, she show her notebook to the teacher, the teacher makes a correction and then she copies a sentence on the board)	
P	178	Bueno, entonces ahora vamos al workbook	
A	179	Qué pagina	
A	180	Ya se acabo la hora	
P	181	No puede ser y a qué hora se acaba?	
A	182	Seño un permiso	
A	183	Se lleva el ejercicio?	
A	184	Seño venga acá	
P	185	(pointing her book) van a completar en orden las preguntas	
P	186	Hagamos algo, Milena se queda encargada de recoger el ejercicio terminado y de entregármelo porque ya no alcanzamos a revisarlo aquí.	
A	187	Va pa esa profe	
P	188	O.k bye bye. Have a nice day	

APPENDIX 2

CLASS OBSERVATION 2

Agosto 21, 2013

Institución Educativa Distrital Santa Bernardita

Grado: 10° 3

Hora: 7:00 a.m.

Observadora: Ketty Polo B.

P	1	Good Morning Class	
As	2	Good MorningTeacher	
P	3	Tell me how are you today?	
As	4	Fine thanks	
P	5	Well guys today we are going to work on this copy so I need someone to collect \$100 pesos and go to Centro de copiado	
A	6	Y la gratuidad? No se supone que todo es gratis?	
P	7	Yeah but you have to pay for your materials	
A	8	Y entonces que es lo que nos dan gratis?	
P	9	Bryan es suficiente. Vamos a trabajar. Yerlis has una lista y recoge lo de la copia	
A	10	Está bien profe	
P	11	Bueno mientras Yerlis está recogiendo el dinero nos vamos organizando para trabajar en grupos	
P	12	Mientras Yerlis saca la copia vamos a trabajar en el libro. Vamos a la pagina 42. Listo	
A	13	Si ya, profe que hay que hacer acá	
P	14	El primer ejercicio de la pagina describir lo que está ocurriendo en las imágenes. Is it easy or difficult?	
A	15	Mas o menos	
P	16	Nombre si eso no es tan difícil, tómense su tiempo para analizar y poder hacer el ejercicio bien. Creo que 10 minutos será suficiente.	
A	17	Ajo seño 20.	
P	18	Nada de eso chicos a trabajar (she writest he time on theboard) son las 7:15- a las 7:25 iniciamos la revisión	
P	19	(at the end of the time she asks) Are you ready?	
		(there are many boys and girls talking in the class)	
A	20	Yesenia que haces?	
A	21	Ah?	
A	22	Heymen me siento realizado	
A	23	Oha	

A	24	Oye un lapicero rojo?	
		(the teacher walks around the students, monitoring and solving questions students might have)	
P	25	Listos?	
A	26	Seño va a calificar?	
P	27	No y si no es una nota no lo hacen?	
As	28	(there is a lot of whispering and it is difficult to understand what students say)	
P	29	Solo es describir no les he pedido que hagan nada difícil, solo describir la fotografía, nada mas	
		(teacher continues monitoring the activity)	
A	30	Kelly te acuerdas?	
P	31	Didyoufinish?	
		(students are talking and walking around the classroom, the student who went to make the copies returns and she starts to give students the papers)	
A	32	A quien le falto la copia?	
A	33	A mi	
A	34	Ya va	
A	35	Profesora no entiendo lo que hay que hacer	
P	36	(teacher starts giving students turns to solve the exercises) you are thefirstgroup, you are the secondgroup)	
A	37	Ahora veras que nos sale mala Laura	
P	38	You are ready? You are ready?	
A	39	No	
A	40	A quien más le debo vuelto?	
A	41	A mi	
A	42	Oye a mi \$800, te di un billete de \$1000 y te pague la del y la mía	
A	43	(thestudentreceiveshis Money back) y que viva, aquí hay \$700 no me vengas a tumbar	
A	44	Bueno ya dáselo,	
A	45	No tranquila te lo regalo así come se lo regale a Cecilia	
A	46	Quien tiene borrador?	
P	47	Finish? The activity is describingthese pictures; you have to choose two pictures.	
A	48	Profesora ya termine	
P	49	Finish?	
A	50	Que vamos a hacer?	
A	51	Cualquiera de ellos	

A	52	Escriberápidoimbécil(sitting on the arm of the chair of his peer)	
P	53	(standing next to a group of students) Finish? Shh, Remember you are the second group. Go ahead	
A	54	Profesora lo tiene que hacer uno solo?	
P	55	In pairs. Are you ready?	
P	56	Pay attention. Shhpayattention (speaking to the students who are walking and talking around the classroom)	
P	57	(A student goes to the front) you are going to describe picture number 1, 2, 3, 4, or 5?	
A	58	Esta(pointing at the book)	
P	59	Only? Wellthat's ok	
A	60	(student moves his head saying yes)	
P	61	He is going to talk about picture number 6 ok? Go ahead? What is the activity in this picture?	
A	62	Heycallense (talking to her peers as there is a lot of noise in the classroom)	
P	63	Juliana, you are next	
P	64	Payattentionshh	
A	65	(the student goes to the front and says...) one listeningmusic, twohappy are	
P	66	They activity is listen to music, other activity?	
A	67	Are happy	
P	68	They are happy because they go to the beach	
P	69	Juliana come, thank you(talking to the boy who finished and went to sit down)	
A	70	Seño acuérdesse que yo soy la 5	
P	71	You choose to pictures you like	
P	72	Juliana, you are the next group, Juliana go ahead	
P	73	(when the student goes to the front the teacher asks...) number 5 and 4?That's ok	
A	74	(student moves her head saying yes)	
P	75	Pay attention. Every student listen to the description	
A	76	(The student speaks very softly, it's very difficult to listen to her)	
P	77	(the teacher points at the books and says)shechangedtheorder, shedescribedthispicture, can youhelpher(talking to the group)	
A	78	Theyhavefun	
P	79	Theotherpicture?	
A	80	They are in a party happy and enjoy	

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

P	81	That's ok	
A	82	Un aplauso	
P	83	(walks to one of the groups and says)you are thenextgroup	
		(a student goes to the front)	
P	84	Ok vas a leer para todos los estudiantes (showing the student that he speak louder)	
A	85	They go to concert of rock	
P	86	That's ok	
		(the student returns to his place)	
P	87	And theotherpictures?	
		(another student goes to the front)	
P	88	What is the picture that you choose?	
A	89	Five	
P	90	Number 5' ok	
A	91	Shhhh	
P	92	Por favor se les dio tiempo ahora es que están corriendo. Necesito que la escuchen que ella no tiene un tono fuerte	
A	93	She is very happy. They have a coffee	
P	94	And the other pictures? Number two?	
As	95	(the students respond in chorus) party	
A	96	They are in a party	
A	97	Seño no va a pasa a Jean Paul	
		(The student goes to the front and shows his exercise to the teacher but he does not read in aloud, while the other students are walking and talking in the classroom)	
A	98	Seño es theyhave?	
A	99	Seño cuando es have?	
P	100	Theyhave a coffee en ingles e tomar café	
A	101	(a student goes again to the front and says) number 6	
P	102	Ok picturenumber 6	
A	103	They are happy and...(le da risa y se va)	
P	104	(the teacher laughs and says) Laura take it easy, do it again	
A	105	(the student goes back to her place) they listen to music	
A	106	Seño como se escribe about?	
P	107	Ai-bi-ou-iu-ti	
A	108	Señoquees about?	
P	109	Sobre	
		(another student goes to the front)	
P	110	Shh, Dimas va a hacer su descripción. What is	

		the picture you described?	
A	111	4	
P	112	Ok, goahead	
A	113	They are drinking a coffee	
P	114	No usen el presente continuo, recuerden que estamos hablando d hábitos	
A	115	They drink a coffee in the cafeteria	
P	116	Ok	
A	117	Dimas tevespiñuo	
P	118	(uses her hands to make signs and ask a student to come to the front)	
A	119	(el estudiante pasa9	
P	120	Shh. Pay attention to Jean Paul. Jean Paul what is the picture?	
A	121	Esta(pointing his book)	
A	122	They are happy and they...	
A	123	No se escucha	
P	124	No se escucha porque ustedes están hablando y porque él no quiere hacerlo en voz alta, las dos cosas a la vez	
A	125	(the student reads in a low tone of voice his exercise for this reason is difficult to understand what he says)	
P	126	(talking to the student that is at the front)porquéusastanto el presente continuo, are eating, are dancing	
A	127	(el the student finishes the exercise and sits)	
P	128	Otherstudent? La última	
A	129	(a student goes to the front and says) la seis	
P	130	Todo el mundo escogió la seis	
A	131	They are recording a video	
P	132	That`s ok. Sit down please.	
P	133	Look at the free time activities (pointing a book that she has in her hands) What is the activity that this picture shows?	
		(students look at each other and nobody says anything)	
P	134	What is the activity that this picture shows us?	
P	135	Ok in the picture one what is the activity? Shh what is the activity in this picture?	
A	136	She is eh..	
P	137	Si, si	
A	138	Señoyavengo	
P	139	What is the activity? Ann watches a movie	

		ok?(she writes the answer on the board)	
P	140	What is the activity in this picture?(señalandonuevamente el libro)	
A	141	They are happy	
P	142	They are happy? Why?	
A	143	Because they dance	
P	144	Ok	
A	145	Ann go to a concert	
P	146	Ok, picture number three	
P	147	Digan la actividad que hay allí, en la número tres	
P	148	no escucho a ver?they have... aja, they have a snack, they talk, shh	
P	149	Picture number four	
A	150	Four	
P	151	What is the activity in the picture number four? Aja?	
A	152	They are in the cafeteria and have gaseosa(the student moves his hands as if he was drinking soda)	
		(the other students in the classroom laugh)	
P	153	Theyhave soda water	
A	154	Eso es soda	
P	154	Picture number five?... she has coffee	
A	155	(sitting on her chair reads the answer) the coffee is hot	
P	156	Ahhh?	
A	157	Thecoffeeishot	
P	158	Good! The coffee is hot (writes on the board the sentence)	
P	159	Picture number five tambiénpuedeser drink ok? Haveordrink, pueden utilizar los dos vocablos ok? Haveordrink	
P	160	Picture six?	
A	161	Profe listen to music	
P	162	Alguien más quiere describir la seis?	
A	163	Enjoy?(a student says from his place)	
P	164	(the teacher writes on the board: listen music)	
A	165	Profesora que es gameover?	
P	166	Gameover es como un descanso. Ok, let`s continue with the next one	
A	167	Teacher they are playing a DVD no vaahí?	
P	168	Ok they are playing a DVD o mejor they are playing video games	
P	169	(the teacher finishes writing the exercise on the board and starts explaining) these are activities	

		you can do in you free time. Isitclear? Isitclear?	
P	170	Ok check this verbs on page thirty four	
P	171	Lauren, lee lo que está en el cuadro	
A	172	A concert, a milk, a gameover, a coffee, video games(some pronunciation are incorrect, for this reason, the teacher makes the corrections immediately)	
P	173	These are the activities you can do when you go in these places(pointing at the book)for example what is this place?	
P	174	A café?	
A	175	No	
P	176	A mall?	
A	177	Yes	
P	178	Ok let's match places and activities Juliana?	
A	179	Go to a party	
P	180	Ok, other place?	
A	181	Go to a movie	
A	182	Go to a game	
P	183	Other place?	
A	184	Go to a mall	
A	185	Que vamos a hacer teacher?	
P	186	Tú no estás prestando atención?	
P	187	You have to write this place over this line ok? (pointing at the book)go to a party, go to a concert, go to a mall	
P	188	Hagan ustedes el match, que podríamos utilizar?	
A	189	Watch a movie	
A	190	Watch a game	
P	191	Aja	
A	192	Watch a concert	
P	193	(pointing at a group of students) ustedes allá para que se puede utilizar el verbo watch?	
A	194	A party	
P	195	A party no, watch a party no	
A	196	Watch a DVD	
A	197	Watch a video game	
P	198	Ok	
A	199	Tropicana la emisora que está de moda (laughing)	
A	200	Natalia, Natalia	
P	201	Veamos con have	
A	202	Have a party	
A	203	Havedinner	
P	204	Ok quedamos con esas. We are going to stop	

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

		because the bell is going to ring.	
P	205	Algo importante para la próxima, veo que no están trayendo los diccionarios chicos necesito más compromiso. Yo no soy un diccionario ambulante	
A	206	(studentslaugh) bien teacher para la próxima	
A	207	Teacher yo no tengo diccionario	
P	208	No tienes? Pero presta uno, tablet y celulares si tienen pero diccionarios no, bueno procuren traer datos porque la próxima clase van a necesitarlo.	
A	209	No hay plata, yo soy pobre	
P	210	Bueno pues supendamos aquí. Seeyouguys.	

APPENDIX 3**CLASS OBSERVATION 3**

Septiembre 3, 2013

Institución Educativa Distrital Santa Bernardita

Grado: 10° 3

Hora: 7:00 a.m.

Observadora: Ketty Polo B.

P	1	Good morning Class. How are you today?	
As	2	Fine teacher thanks.	
P	3	Are you ready for today's class? Remember that I asked you to bring dictionaries	
As	4	Si datos	
A	5	Pueserastu	
P	6	A ver cuantos diccionarios o celulares con datos tenemos chicos levanten la mano	
		(some students raise their hands)	
P	7	Andale oye que poquito, bueno entonces nos organizaremos en grupos de cinco.	
A	8	Seño entonces armamos los grupos con quienes queramos?	
P	9	Si pero eso no quiere decir que no vayan a hacer nada, no es hablar, es a trabajar	
A	10	Va pa esa	
P	11	Ok rápidamente nos organizamos, nada de desplazarse, se quedan allí mismo con los compañeros que tienen cerca	
		(the students begin to move the chairs to make groups of five)	
P	12	Readytowork?	

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

As	13	Yes teacher	
P	14	Ok now please open your books to page 46,	
A	15	Donde?	
A	16	Qué número es?	
P	17	Page 46	
P	18	Ready?	
A	19	Yes, teacher	
P	20	Ok, we are going to read this.(pointing at the book) Effective Communication. First you will take 10 minutes to read silently and then, I will read it aloud, after that we will look for the unknown words and finally we will answer and discuss the questions. Ok?	
A	21	Ok teacher	
P	22	Let's begin by reading silently, it's 7:15 by 7:25 will start reading aloud	
A	23	Seño que es polite?	
P	24	(the teacher corrects the pronunciation) polite es cortés terminen de leer primero y luego vamos a buscar el vocabulario desconocido	
A	25	Profe que paba y si no entiendo no puedo preguntar?	
P	26	Ya te dije Justo, por favor colaborame con el silencio, estas interrumpido a tus compañeros	
A	27	Hey si cállate men no dejas concentrar	
		(during the Reading of the text, some students talk using a low tone of voice)	
P	28	Shh, please concentrate, I'm going to make questions on this text later.	
P	29	(at the end of the Reading time) ok it's time to start reading aloud. Volunteer to read? ... Jean please	
A	30	(the student uses her finger to say that she doesn't want to read)	
P	31	Maria Alejandra?	

A	32	(the students accepts but she reads using a low tone of voice)	
A	33	Habla duro, hey por donde vas?	
P	34	Shhh please be silently, listen to her....ok, thanks Mary, stop there. Who wants to continue?	
A	35	(a student raises her hand and then she continues reading)	
P	36	(the teacher asks the student to stop) ok Isabella, stop there, I need somebody else. Volunteers or victims?ok victims	
A	37	Ey teacher barro no	
P	38	Then who is going to continue? Ok keyner continue	
A	39	(thestudentcontinuesreading)	
P	40	Good job keyner, thank you. Ok, Freddy is your turn.	
A	41	Profe no aguanta usted sabe que yo pal inglés soy malo	
A	42	Erda bien no sabe lee en español ahora en inglés	
P	43	Be serious guys. Ok Freddy do your best....no?okJean Paul could you finish the article? It's very short	
A	44	(the boy accepts and then he finishes reading)	
P	45	Now it's time to underline the unknown words and look for them at the dictionary. Vean chicos van a subrayar las palabras desconocidas, van a buscar los significados y luego las vamos a compartir con el grupo.	
A	46	Señocuales?	
P	47	Las palabras desconocidas, las que tu no sepas que significan	
A	48	Todo(in a tone of joke)	
P	49	Bueno hagan su lista, tienen 10 minuticos para hacerla, luego buscan los significados	
A	50	Erda no paga, eso es aburrido	
A	51	Seño pero eso no es pa hoy ahora tocan el timbre	

P	52	Nada de eso querido, todavía falta bastante	
		(the students begin to work, some of the talk about different topics, others are solving a physics task and others are lying on the chair without doing anything)	
P	53	(some time later the teacher takes out her own vocabulary list and starts to make questions to the students) a ver cuéntenme que significa success?	
A	54	Suceso	
P	55	Oh oh. Nada de eso, éxito	
P	56	The next Word is challenge, what is that?	
A	57	Desafío	
P	58	Good job.	
A	59	Erdabien Viejo Palma	
A	60	Teacher environment	
P	61	(the teacher corrects the pronunciation) environment y pregunta a ver cuéntenme ustedes que encontraron. Heyder?	
A	62	Uy zona. Nada seño	
P	63	Y si estabas buscando?	
A	64	Ajo seño, si quiere le muestro, es que esa no la se (using a tone of joke)	
P	65	Bueno hagamos algo cuéntenme ustedes que palabras desconocidas encontraron	
A	66	Oiga seño blame	
P	67	Eso es culpar, otra?	
A	68	Skill, eso que es?	
P	69	Habilidad. Bueno me parece a mi que ya tenemos casi todos los términos desconocidos. Ello nos va a ayudar a comprender mejor la lectura. Ahora vamos a responder las preguntas del punto de comprensión de lectura, vamos a analizar las preguntas y vamos a dar nuestros	

		puntos de vista respecto a los pasos para una comunicación efectiva.	
A	70	Anda seño otra vez?Nombre	
A	71	Profe y si lo deja de tarea pa uno buscar en internet?	
P	72	Nada de eso, ese trabajo es para la clase	
A	73	Teacher pago, uno como hace paescribi eso uno en español lo dice pero en inglés eso es difícil	
P	74	Hagamos una cosa, son cinco preguntas, vamos a tratar de responder las dos primeras aquí y las otras si van a ser tarea, si?	
A	75	Aguanta teacher	
A	76	Serástú que eres gringo pue	
P	77	Ya por favor. Manos a la obra bueno, miren lo que vamos a hacer, en 10 minutos pasan los representantes de cada grupo a hacer la socialización de las dos pregunticas	
P	78	((some time later the teacher starts giving turns to students) ok Laureano you are group 1, Milena you are group 2, Raulyou are group 3, Yerlisyou are group 4 and Maria Alejandra you are group 5.	
P	79	Ok group 1 goahead	
A	80	Tips for effective communication are listen, be polite ...ya teacher	
P	81	Ok thanks Laureano. Milena	
A	82	Teacher, listen, polite,nospeakmuch (the girl uses her hands to make signs, she does not finisth and then she sits)	
P	83	Thanks Milena for your contribution, it's Raul's turn	
A	84	Seño no he terminado, pase a otro y después voy yo	
P	85	WhataboutyouYerlis?	
A	86	(the student goes to the front, she speaks using a low tone of voice that can only be Heard by the students who are closed to her)	
A	87	Ya? Seño group 5, lo mismo listen, be polite, no speakmuch, seño nosotros colocamos be honest,	

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		patient	
P	88	Chicos esas contribuciones estan muy pobres, animo, yo espero que el trabajo que traigan de la casa sea más completo. Ok Raul you are next	
A	89	(the boy goes to the front and says) honest...polite..., patient	
P	90	Ok, chicos tenemos reunión de comisión de evaluación ahora entonces me voy. Para la próxima clase necesito que preparen la gramática de la lección, voy a preguntar. Byebye	
A	91	Bye teacher	

APPENDIX 4**STUDENT'S SURVEY**

Date: September 10th, 2013

School: Institución Educativa Distrital Santa Bernardita

ENCUESTA SOBRE ACTITUDES, MOTIVACIÓN HACIA EL APRENDIZAJE DEL INGLÉS

El siguiente cuestionario hace parte de una investigación sobre el aprendizaje del inglés en los alumnos de la I.E.D. Santa Bernardita. Solicito su apoyo para el diligenciamiento de la misma. Los datos recogidos serán usados solo para propósitos de este estudio. Marque con una X según su criterio

1. La clase de inglés se encuentra entre una de mis favoritas

Si ☐

No ☐

2. Considero el inglés como una asignatura fácil e interesante

Si ☐

No ☐

3. Disfruto de las actividades realizadas en la clase de inglés

Si ☐

No ☐

4. Durante la clase de inglés me siento nervioso (a)

Si ☐

No ☐

5. Durante la clase de inglés me siento confundido(a) porque no entiendo las explicaciones de la profesora

Si ☐

☐

No

6. Me siento mejor cuando el profesor utiliza el español para aclarar las dudas que tengo sobre los temas vistos

Si ☐

No ☐

7. Cuando no entiendo en clase de inglés pido explicaciones a:

Mis compañeros ☐

Un profesor externo ☐

Me dirijo directamente a mi profesor ☐

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

8. Me gustaría que mi profesora de inglés incluyera entre sus actividades en clase:

Canciones ☐

Películas ☐

Cortometrajes ☐

Juegos ☐

9. Me gustaría que mi profesora realizara las correcciones de los ejercicios en clase de manera

Individual

Grupal

10. Considero que el inglés es una asignatura difícil que no me gusta y solo la estudio porque es un requisito en la escuela

Si ☐

No ☐

11. Creo que aprendería más inglés si las clases fueran más entretenidas y se incluyeran temáticas más interesantes

Si ☐

No ☐

12. Creo que realizar trabajos de investigación me ayuda a aprender más inglés

Si ☐

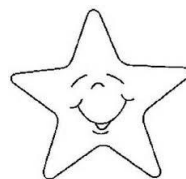
No ☐

13. Creo que me desenvuelvo mejor en clase de inglés cuando realizo actividades

Grupales ☐

Individuales ☐

14. Como te has sentido este año durante la clase de Inglés? Describe brevemente tu experiencia



¡Gracias por tu ayuda

APPENDIX 5

STUDENT'S INDIVIDUAL INTERVIEW

Date: September 24th, 2013

School: I.E.D. Santa Bernardita

La siguiente entrevista hace parte de una investigación sobre el aprendizaje del inglés en los alumnos de la I.E.D. Santa Bernardita. Solicito su apoyo para contestar la misma. Los datos recogidos serán usados solo para propósitos de este estudio

1. ¿Qué opinas sobre el aprendizaje del inglés?
2. ¿Cómo te gustaría aprender el inglés?
3. ¿Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
4. ¿Cómo te gusta ser evaluado en clase de inglés?
5. ¿De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
6. ¿Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
7. ¿Qué es lo que más se te dificulta en la clase de inglés?
8. ¿Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?

TRANSCRIPTION OF THE INTERVIEWS

STUDENT No.1

Participant	Turn	
T	1	Buenos días chicos, ustedes tienen conocimiento del trabajo que estoy realizando verdad
SS	2	Si
T	3	Ok, necesito seis voluntarios que me colaboren con una entrevista
SS	4	En inglés?
T	5	No, para nada. Entonces quien me colabora
SS	6	(Some students raised their hands to show they wanted to collaborate with the interview)
T	7	Listo chicos, (pointing at students), ok número 1, número 2, número 3, número 4, número 5 y número 6. Listo, ven número 1
T	8	Bueno comencemos, cuéntame qué opinas sobre el aprendizaje del inglés
S	9	Bueno el inglés ante todo es demasiado importante porque nos va a servir más adelante para la universidad, para nuestro trabajo
T	10	Como te gustaría aprender el inglés ?
S	11	Bueno me gustaría ir a otro país, como Inglaterra o Estados Unidos para aprender a hablar inglés bien y estudiar
T	12	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	13	Si hicieran más actividades como películas, videos, cortometrajes, sería más interesante y aprenderíamos más
T	14	Como te gusta ser evaluado en clase de inglés?
S	15	(The student shrugs her shoulders, lifts the palms of her hands in a sign of not knowing the answer)
T	16	No sabes?
S	17	No
T	18	No pasa nada, continuemos, De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	19	Concentración porque algunas veces nosotros los estudiantes no estamos atentos o a veces la profesora no está de humor
T	20	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	21	Cuando explica más y está de buen humor nos ayuda a que hagamos las cosas bien. Cuando hace más talleres y se sienta y nos orienta en los temas, como tenemos que poner los verbos o

TEACHER'S METHODOLOGY AND STUDENT'S LANGUAGE LEARNING PROCESS

		cosas así
T	22	Qué es lo que más se te dificulta en la clase de inglés?
S	23	Ehhh, la pronunciación cuando me hacen preguntas en inglés y me toca responder, me pongo nervioso y me corcho
T	24	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	25	Muchas cosas, no se
T	26	Ok, mil gracias por tu ayuda, me llamas por favor a la siguiente persona
S	27	Claro teacherbye

STUDENT No.2

Participant	Turn	
T	1	Holacomo vas?
S	2	Bien teacher
T	3	Bien, comencemos qué opinas sobre el aprendizaje del inglés
S	4	Es una segunda lengua muy importante para muchas oportunidades de trabajo y cosas a si
T	8	Como te gustaría aprender el inglés?
S	9	Aquí en el colegio se enseñan cosas básicas, pero no lo motivan a uno a estudiar
T	10	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	11	Yo digo que se podría mejorar eh... no sé hacerla un poquito más didáctica
T	12	Como te gusta ser evaluado en clase de inglés?
S	13	Me gusta más la forma práctica, hablando, escuchando
T	14	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	15	Investigando más en mi casa, no quedarme solamente con lo que dan aquí en el colegio sino investigar
T	16	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	17	El uso del libro es una buena guía
T	18	Qué es lo que más se te dificulta en la clase de inglés?
S	19	No le entiendo a veces cosas a la profesora ehh... algunas cosas que dice o también hablar con ella no es fácil porque toca repetirle mucho las cosas (theteacher has hearingdifficulties; forthisreason, she uses hearingaids)
T	20	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	21	Los talleres, la redacción
T	23	Ok, mil gracias por tu ayuda, me llamas por favor al siguiente

STUDENT No.3

Participant	Turn	
T	1	Hola, como estas?
S	2	Bien teacher.
T	3	Me alegra escuchar eso. Comencemos qué opinas sobre el aprendizaje del inglés
S	4	Bueno independientemente a mi me gusta el inglés y creo que es muy importante y me gusta todo lo que tiene que ver con el inglés
T	5	Como te gustaría aprender el inglés?
S	6	Le falta, no se creo que es como la tradicional, el tablero, escribir y ya, creo que le falta como ser más dinámica
T	7	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	8	Osea la misma pero como que más atractiva, que incite al estudiante al inglés osea que lo incite a uno con juegos y todo eso.
T	9	Como te gusta ser evaluado en clase de inglés?
S	10	A mi me gustaría que fuera con trabajos en grupo asi uno como que se apoya de sus compañeros en lo que no sabe y pues uno también los ayuda a ellos
T	11	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	12	Canciones, yo digo que canciones porque hay diálogos y uno como que si le gusta la canción se la aprende en inglés y en español y es como así hago yo
T	13	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	14	Osea, ella explica yo entiendo y bueno ella pregunta y uno le dice, un tema no lo da en una sola clase
T	15	Qué es lo que más se te dificulta en la clase de inglés?
S	16	Las actividades que la profe manda, armar diálogos, decirlos y eso
T	17	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	18	A mi me gusta inglés por lo general muchas actividades se me facilitan los talleres, los ejercicios del libro y cosas asi
T	23	Ok, con esto terminamos, mil gracias por tu ayuda, me llamas al siguiente por favor

STUDENT No.4

Participant	Turn	
T	1	Como te va? Bien me imagino
S	2	Si teacher bien gracias
T	3	Eso es perfecto, bueno comencemos qué opinas sobre el aprendizaje del inglés
S	4	Si la verdad es importante, yo pienso que en este momento nos sirve muchísimo para el futuro dependiendo lo que querramos estudiar o queremos personalmente para nuestras vidas
T	5	Como te gustaría aprender el inglés?
S	6	La verdad es que la clase es mucha teoría y si fuera más práctica o cosas más didácticas creo que sería un poco más interesante, que recurrieran a videos o a otras fuentes para poder como que más que todo que el estudiante se motive por estudiar inglés
T	7	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	8	Bueno conservar la profesora siempre ha tenido una técnica que es entrar hablando inglés y aunque a veces es un poquito ahí fastidioso siento que a veces hay cositas allí que ya se le van pegando bastante a uno y eso creo que es una buena técnica y no tratar de innovar como para que nosotros nos sintamos mejor
T	9	Como te gusta ser evaluado en clase de inglés?
S	10	Por canciones sería muy chévere, por películas también
T	11	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	12	Siendo más constante y practicando muchísimo más la pronunciación en el inglés, yo solo estudio inglés en el colegio, en la casa no
T	13	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	14	Cuando nos pone a trabajar en parejas con el libro siento que refuerzo un poquito más, me apoyo con mis compañeros, de pronto lo que no sabe uno lo sabe el otro, y sirve para aclarar ciertas cosas
T	15	Qué es lo que más se te dificulta en la clase de inglés?
S	16	Entender la escritura, hay cosas que no entiendo la forma, las posiciones donde van, es diferente la escritura en el inglés a la escritura en el español, el vocabulario más que todo
T	17	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	20	Yo creo que si fuera más constante la pronunciación
T	21	Agradezco muchísimo tu ayuda, terminamos, me llamas a tu próxima compañera por favor?

STUDENT No.5

Participant	Turn	
T	1	Hola, lista para comenzar?
S	2	Claro que si teacher
T	3	Perfecto, cuéntame qué opinas sobre el aprendizaje del inglés
S	4	Lo considero importante ya que es una lengua que es muy importante aprender ya que en el trabajo se necesita aprender ese idioma
T	5	Como te gustaría aprender el inglés?
S	6	Así como aquí no, porque la profesora no trae las actividades dinámicas o sea son actividades normales todo el tiempo del libro
T	7	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	8	Pues se debe mejorar el comportamiento pero las clases deben ser más didácticas para que uno pueda prestar atención
T	9	Como te gusta ser evaluado en clase de inglés?
S	10	Las evaluaciones a mi me dan susto, no se , algo como donde uno no se sienta así tan nervioso
T	11	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	12	Todos debemos traer los materiales a clase
T	13	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	14	Ella no trae casi estrategias y nosotros le hemos dicho que nos traiga como para nosotros ver videos cosas así canciones en la grabadora para uno escuchar
T	15	Qué es lo que más se te dificulta en la clase de inglés?
S	16	Eh.. prestar atención, el pronunciar, me da nervio que cuando la profe pregunta alguna cosa no sé como pronunciar la palabra
T	17	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	18	Escribir

STUDENT No.6

Participant	Turn	
T	1	Hola, siéntate
S	2	gracias
T	3	Bueno si te parece bien comenzamos ok?
S	4	Si profe.
T	5	Qué opinas sobre el aprendizaje del inglés?
S	6	Es importante para el trabajo
T	7	Como te gustaría aprender el inglés?
S	8	Con la profesora no, no me parece motivante es que ella es muy...muy... no le entiendo bien porque todo lo dice en inglés entonces a veces uno se confunde
T	9	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	10	Que ella nos podría explicar también las cosas en español no solamente en inglés y que siga poniendo talleres porque eso si uno aprenden cuando le ponen talleres en grupo.
T	11	Como te gusta ser evaluado en clase de inglés?
S	12	De una forma más didáctica con juegos o cosas así que uno pueda aprender porque siempre el mismo método no
T	13	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	14	Pues prestando más atención
T	15	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	16	Los talleres cuando uno está haciendo talleres uno busca el diccionario y todo eso entonces uno va aprendiendo
T	17	Qué es lo que más se te dificulta en la clase de inglés?
S	18	Entenderle a la profesora cuando está hablando porque ella todo lo habla en inglés
T	19	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	20	Bueno a mi me gusta cuando estamos haciendo los talleres en grupo
T	21	Listo, terminamos, muchas gracias por tu ayuda

STUDENT No.7

Participant	Turn	
T	1	Hola, bienvenido, siéntate y comencemos te parece?
S	2	Claro teacher
T	3	Qué opinas sobre el aprendizaje del inglés
S	4	Es un idioma que ahora en el mundo se está utilizando porque para el futuro nos va a servir para ser mejores personas para estar en un gran trabajo
T	5	Como te gustaría aprender el inglés?
S	6	De una manera más divertida, no tan tradicional
T	7	Qué consideras que le hace falta a la clase de inglés para que sea más interesante o motivante?
S	8	Pues debe mejorar algunas actividades como que la seño ponga música haga juegos, que interactuáramos más de lo que hace, para mí sería mejor si hubiera más interacción.
T	9	Como te gusta ser evaluado en clase de inglés?
S	10	Canciones, como cosas con teatro en inglés yo pienso que sería mejor así uno podría aprender más
T	11	De qué manera piensas que podrías mejorar tu desempeño o comprensión en la clase de inglés?
S	12	Yo creo que la podría mejorar prestándole mayor atención a la profesora a los temas que ella trabaja
T	13	Qué estrategias utilizadas por el profesor crees que te ayudan a llegar a una mayor y mejor comprensión de los temas vistos?
S	14	Que en algunas ocasiones ella explica en español
T	15	Qué es lo que más se te dificulta en la clase de inglés?
S	16	Que a veces la profesora llega hablando siempre en inglés, inglés y yo como no se inglés no entiendo.
T	17	Qué es lo que más te gusta o se te facilita hacer en la clase de inglés?
S	18	Nada. Es que cuando la profesora habla en inglés yo me siento como si estuviera en un país que uno no entendiera
T	19	Mil gracias por tu ayuda

APPENDIX 6

TEACHER'S INTERVIEW

Date: September 25th, 2013

School: I.E.D. Santa Bernardita

La siguiente entrevista hace parte de una investigación sobre el aprendizaje del inglés en los alumnos de la I.E.D. Santa Bernardita. Solicito su apoyo para contestar la misma. Los datos recogidos serán usados solo para propósitos de este estudio

1. ¿Cómo ve usted la motivación de los estudiantes de 10º3 en la clase de inglés?
2. ¿Qué estrategias utiliza para aumentar o mantener la motivación de tus estudiantes en la clase de inglés?
3. ¿Por qué crees que los estudiantes que se sientan en la parte de atrás del salón se desconcentran tan fácilmente?
4. ¿Por qué crees que generalmente son los mismos estudiantes quienes participan en las actividades de la clase?
5. ¿Qué actividades son las que más se le dificulta realizar a los estudiantes en la clase de inglés?
6. ¿Cuáles actividades son las que más se les facilita realizar a los estudiantes en la clase de inglés?
7. ¿A qué factores atribuyes la poca voluntad que algunos estudiantes muestran para completar las actividades de la clase de inglés?

Participant	Turn	
TeacherResearcher	1	Cómo ve usted la motivación de los estudiantes de 10 ^a 3 en la clase de inglés?
Teacher	2	Observo poco interés por algunos estudiantes quienes se muestran renuentes a realizar las actividades en clase. Algunos chicos muestran una gran apatía hacia el trabajo, a ellos todo le da "paba", esa parece ser su palabra predilecta y el grupo que siempre participa activamente es solo el 25% del grupo
TeacherResearcher	3	Que estrategias utiliza para aumentar o mantener la motivación de tus estudiantes en la clase de inglés?
Teacher	4	Role plays, presentaciones orales en grupo
TeacherResearcher	5	Por qué crees que los estudiantes que se sientan en la parte de atrás del salón se desconcentran tan fácilmente?
Teacher	6	Hay muchos factores: afectivo, psicológico y cognitivo. Entre esas dimensiones o en estas dimensiones los estudiantes presentan déficit. Muchos estudiantes solo llegan al colegio porque no pueden quedarse en su casa: otros traen una carga emocional por diferencias con sus padres o tutor, o falta de dinero, otros no traen material de estudio o no lo tienen y se esconden de esa manera sentándose atrás en las últimas sillas y algunos no tienen interés por aprender otra lengua
TeacherResearcher	7	Por qué crees que generalmente son los mismos estudiantes quienes participan en las actividades de la clase?
Teacher	8	Por las mismas razones que he dado a la anterior pregunta, por lo afectivo, psicológico y cognitivo. Estas estudiantes participan más porque son estudiantes que han comprendido el objeto de la enseñanza del inglés y el aprendizaje de este: saben que el inglés no es un relleno o una asignatura cualquiera sino que esta lengua es imperante aprenderla y por eso establecen una relación con la asignatura y la clase; además son estudiantes que afectivamente han sido potenciados, no tienen muchos problemas familiares o económicos y también han adquirido durante el curso de 6to a 9no conocimientos básicos en inglés. Por último, influye la estrategia también, aquello que sea altamente motivante y de reconocer que en aula de esta escuela la estrategia mas usada es la lectura, la explicación directa y las composiciones escritas. Estas actividades aunque permiten un alto pensamiento, son difíciles y a los estudiantes poco les gusta. Quienes participan en la clase es porque les gusta dichas actividades pero parecería que a la mayoría de los que se sientan en las sillas de atrás no les gusta, ese grupo aprende de otra manera creo.
TeacherResearcher	9	Que actividades son las que más se le dificulta realizar a los estudiantes en la clase de inglés?
Teacher	10	Se les dificulta, redactar en inglés hay un ejercicio de hacerlo primero en español, y aunque realmente son textos de 40 ó 45 palabras, ellos recurren a redactarlo en español

TeacherResearcher	11	Cuales actividades son las que más se les facilita realizar a los estudiantes en la clase de inglés?
Teacher	12	Se les facilita construir pequeños diálogos en inglés y presentarlos en una situación simulada
TeacherResearcher	13	A qué factores atribuyes la poca voluntad que algunos estudiantes muestran para completar las actividades de la clase de inglés?
Teacher	14	Justamente a la motivación, ellos siempre esperan ser motivados pero su motivación intrínseca (interna) es muy débil. Se cansan con facilidad, no les gusta profundizar, ni extraer el mayor vocabulario posible. No intentan tener éxito, terminan cuando saben que van a obtener una nota, están condicionados por la asignación de la nota